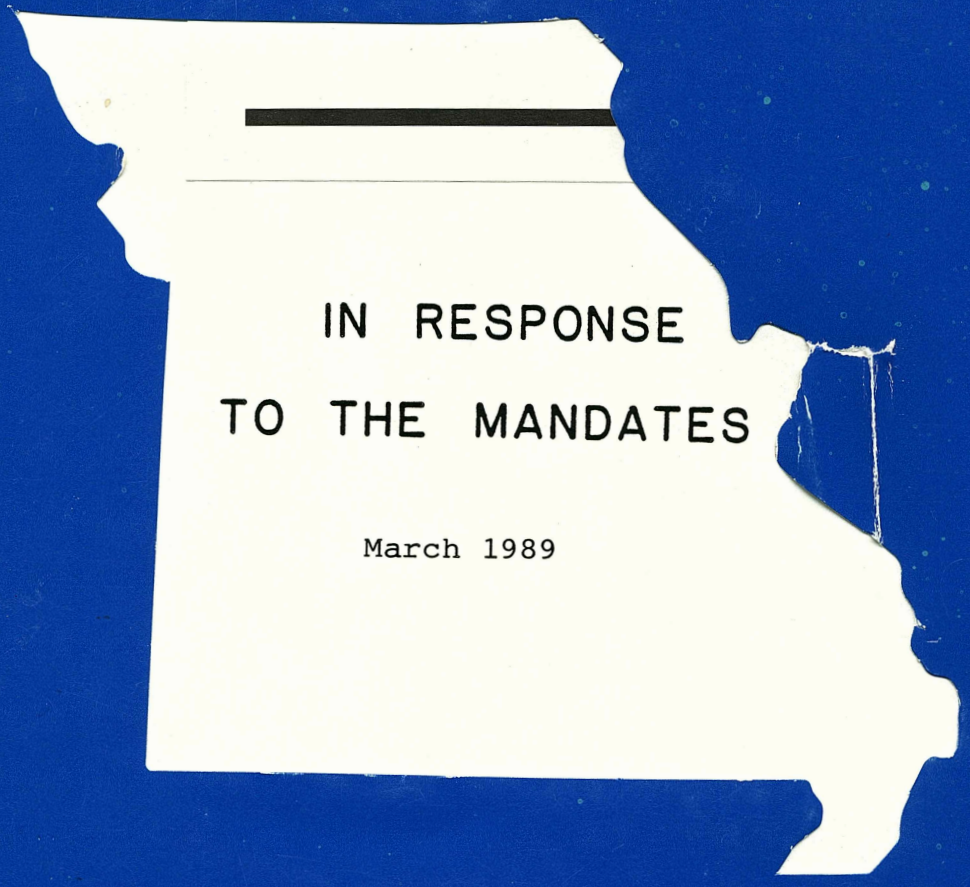
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Missouri

State Council on Vocational Education



IN RESPONSE TO THE MANDATES

March 1989

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A SPECIAL REPORT

IN RESPONSE
TO THE MANDATES

March 1989

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 545 • Jefferson City, Missouri 65102 • (314) 751-4384

March 1989

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Dear Fellow Missourians:

It is a pleasure to present the second biennial report of the Missouri State Council on Vocational Education. The report contains recommendations, study reports, and summaries of SCOVE activities.

The SCOVE membership represents labor, management, business, agriculture, education, and government. As we looked at vocational education in Missouri, we were exposed to several outstanding activities. Some are mentioned in this report. Our recommendations are made in a spirit of wishing to see our vocational education system become even better on a statewide basis.

We invite your response to this report and we encourage you to become involved in helping to make vocational education in Missouri even better.

Sincerely,

William G. Thomas
Chair

LIST OF RECOMMENDATIONS

The following recommendations are contained within this report:

- The State Council on Vocational Education recommends the Departments of Elementary and Secondary Education and Economic Development develop a handbook that could be used at the local level in planning and implementing training aimed at helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and assisting the displaced. Such a handbook should also outline the roles that could be played in a coordinated economic development effort by key players from the private sector, government and education.

- The State Council on Vocational Education recommends the Department of Elementary and Secondary Education conduct inservice activities informing vocational educators of the components of economic development and the role of vocational education in helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and provide training for the displaced. Such activities should encourage vocational educators to take an active role in economic development efforts.

- The State Council on Vocational Education recommends activities be conducted between employers and educators that bring about a greater understanding by educators of the needs of business/industry and a greater understanding by employers of the ability of education to respond in a timely manner.

- The State Council on Vocational Education recommends the Departments of Elementary and Secondary Education and Economic Development develop a plan of implementation of the above recommendations prior to January 1, 1990.

- The State Council on Vocational Education recommends the Department of Elementary and Secondary Education and the Division of Job Development and Training be commended for their positive working relationship.

- The State Council on Vocational Education recommends that the Department of Elementary and Secondary Education and the Division of Job Development and Training provide incentives and conduct activities that encourage communication between representatives of JTPA and vocational education at the local level. (This recommendation supports the spirit of Criteria 3 of the Governor's Coordination Criteria and recommendations made in a report prepared by the Department of Public Administration, University of Missouri-Columbia, entitled "Coordinating Job Development and Training in Missouri.")

CONTENTS

Letter From Chair i

List of Recommendations ii

Introduction 1

Mandates For State Councils 2

Purpose of Carl Perkins Vocational Education Act of 1984 3

Purpose of Job Training Partnership Act 4

Council Mandate (9)(A)(i) 5

Council Mandate (9)(A)(ii) 17

Council Mandates (1) Through (8) 20

Council Mandate (9)(B) 29

Appendixes:

A .. Hearing - Successful Linkages 35

B .. Selected Components of Vocational Education in Correctional Institutions..... 121

C .. Survey of Private Industry Council Chairpersons on JTPA/Vocational Education Coordination..... 125

D .. Survey of Private Industry Council Educational Representatives on JTPA/Vocational Education Coordination..... 132

E .. Survey of Service Delivery Area Administrators on JTPA/Vocational Education Coordination..... 141

F .. Survey of Area Vocational School Directors and Community College Deans Responsible for Vocational Programs on JTPA/Vocational Education Coordination..... 149

G .. Survey of Private Industry Council Members on JTPA Performance Standards 166

Contents Continued:

H .. Survey of Private Industry Council Education Representatives on JTPA Performance Standards 176

I .. Survey of Private Industry Council Chairpersons on JTPA Performance Standards 182

J .. Survey of Service Delivery Area Administrators on JTPA Performance Standards 187

K .. Survey of Area Vocational School Directors and Community College Deans Responsible for Vocational Programs on JTPA Performance Standards 192

L .. Survey of Area Vocational School Directors and Community College Deans Responsible for Vocational Programs on Accessibility to Vocational Education 199

M .. Survey of Area Vocational School Directors and Community College Deans Responsible for Vocational Programs on Private Sector Involvement in Vocational Education 214

N .. Survey of Selected Employers on Private Sector Involvement in Vocational Education 224

O .. Data, Division of Job Development and Training 234

P .. Role of Vocational Education in Economic Development 237

Q .. Distribution of Spending and Other Selected Statistics on Vocational Education for Missouri 241

R .. The Role of Vocational Education In Missouri's Economic Development: What Can We Learn From Other States? (Report by Dr. David Stevens) 251

INTRODUCTION

The Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524) calls for the establishment of a State council on vocational education. The Missouri State Council on Vocational Education was established by Executive Order in early 1985. Members are appointed by the Governor. The Council formally organized April 11, 1985.

This is the second biennial report. Serving as chair during the two year period have been Cora Douglass Thompson and William Thomas. Other individuals serving on the Council during this period include Randy Best, Monte Cass, Fridolin (Fredi) Griggs, Ruby Letsch, Jerald Pelker, Wanda Roth, Jerry Stark, J. W. Stone, and Ray Walsh.

This report is submitted as a response to the mandates set forth in PL 98-524, better known as the Perkins Act. In light of the needs of Missouri and level of importance of respective mandates as perceived by the Council, some mandates purposely received more in-depth attention than did others.

MANDATES FOR STATE COUNCILS

"SEC. 112(d) Each State council shall--

"(1) meet with the State board or its representatives during the planning year to advise on the development of the State plan;

"(2) advise the State board and make reports to the Governor, the business community, and general public of the State concerning--

"(A) policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped); and

"(B) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;

"(3) analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State;

"(4) furnish consultation to the State board on the establishment of evaluation criteria for vocational education programs within the State;

"(5) submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations;

"(6) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;

"(7) recommend procedures to the State board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations;

"(8) report to the State board on the extent to which the individuals described in section 201(b) are provided with equal access to quality vocational education programs; and

"(9)(A) evaluate at least once every two years (i) the vocational education program delivery systems assisted under this Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts and (ii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act and (B) advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor of these findings and recommendations.

Based on the charge of mandate number nine, it is addressed first in this report.

The purposes of the Carl Perkins Vocational Education Act and the Job Training Partnership Act follow.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

Statement of Purpose

"Sec. 2. It is the purpose of this Act to-

(1) assist the State to expand, improve, modernize and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;

(2) assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

(3) promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;

(4) improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;

(5) provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;

(6) assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;

(7) to assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;

(8) improve the effectiveness of consumer and homemaking education and reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and

(9) authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process."

PUBLIC LAW 97-300
JOB TRAINING PARTNERSHIP ACT

Statement of Purpose

"Sec. 2. It is the purpose of this Act to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment."

For this report, Council mandate number nine is broken down as follows:

"(A) evaluate at least once every two years

(i) the vocational education program delivery systems assisted under this Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts, and

(ii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and Job Training Partnership Act, and

(B) advise the Governor, the State board, the State Job Training Coordinating Council, the Secretary of Education and the Secretary of Labor of these findings and recommendations."

COUNCIL MANDATE (9)(A)(i)

Selected areas were considered for evaluation of the program delivery system assisted under the Perkins Act. The following portion of the report addresses each separate purpose.

"(1) assist the State to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;"

A number of good things are happening in Missouri that are evidence of vocational education contributing to productivity and economic growth. The Council was exposed to examples through hearings and presentations. The High Technology Resource Training Centers operate at the community college level in St. Louis and Kansas City.

Richard Schumacher, Coordinator, reported the St. Louis Center was established to improve educational services to business and industry and to strengthen the relationship with the private sector (Appendix A).

An example of an area vocational-technical school that has developed programs to assist in the improvement of the economic base of an area is the Northwest Missouri Area Technical School at Maryville (Appendix A). According to Paul Coffman, Director, agency coordination and joint cooperative effort have been key contributors to successes such as the lowest unemployment rate in Missouri and attracting new industry.

Attention is called to two examples from comprehensive high schools. Wilma Wilcoxson, Instructor, testified the Business Education Department of Jackson High School has made exemplary use of an advisory committee and booster club to insure their programs meet the needs of the work force (Appendix A). The Farmers Market in Cape Girardeau is an activity that encourages improved productivity and promotes economic growth (Appendix A). Jim Welker, a former instructor at Delta R-V, stated it was started through the joint efforts of vocational agriculture, University Extension, the Missouri Department of Agriculture, and local producers in the area.

An example of a statewide effort that promotes quality vocational education programs and assists in meeting the needs of the work force is the statewide

articulation effort initiated this past year between secondary and postsecondary institutions. The primary purposes relate to improving service to students and employers and encouragement of more efficiency and effectiveness of vocational offerings. Participating in the articulation effort coordinated by the Department of Elementary and Secondary Education are area vocational schools and community colleges.

The above are examples of ways the first purpose of the Perkins Act is being addressed. A number of other examples were mentioned in surveys conducted by the Council (Appendixes D, E, F).

The Council believes Missouri has outstanding examples of vocational programming that assist with increasing productivity and promoting economic growth.

"(2) assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;"

Special populations are being served by vocational education in Missouri. During a hearing the Council heard testimony about an example of an outstanding program designed to serve individuals in need of special assistance. Since its inception, the Pattonville Adolescent Parenting Program,

started through the Home Economics Department, has served more than 90 individuals according to Alice Lauher, Director (Appendix A).

In a survey conducted by the Council (Appendix L), it was found vocational administrators believe most components of vocational education are doing a good job of meeting the needs of special populations. Generally, areas rated the highest were instructional personnel, equipment, facilities, programming, curriculum, and coordination with other service providers/agencies. Areas rated somewhat lower relate to counseling and employment placement. Areas where the least is being done are transportation and day care. Vocational administrators believe set asides under the Perkins Act and the state funding formula are causing more emphasis to be placed on serving the needs of special populations than was done in the past.

An issue many individuals believe affects accessibility is the change in high school graduation requirements or other school reform efforts. Ninety-one percent of the vocational administrators responding to a Council survey believe these changes or efforts have had a negative effect on accessibility to vocational education (Appendix L). Many comments reflect the belief that students having difficulty meeting high school graduation requirements do not enroll in vocational education.

The estimated percentage of the target populations being served within a district or service area varies widely

among districts or service areas (Appendix L). Although this is a difficult estimation, it still indicates some institutions are placing major emphasis on serving one or more of the targeted populations that includes individuals who are handicapped, disadvantaged, entering nontraditional fields, adults, single parents or homemakers, limited English proficient and incarcerated.

As the result of interviews with Mr. Joe Hardy, Supervisor of Vocational Education, Department of Corrections and Human Resources, and Mr. Kenneth Bruce, Education Supervisor II, Division of Youth Services, it was concluded the set asides in the Perkins Act have had a positive effect on vocational education for criminal offenders in correctional institutions (Appendix B). Mr. Hardy indicated the greatest need for criminal offenders in adult vocational programs in Missouri correctional institutions is assistance with employment placement. Mr. Bruce stated the funding provided through Perkins set asides has been very important in serving youthful criminal offenders in correctional institutions.

It is the belief of the Council that in Missouri there are many programs that are effective in meeting the second purpose of the Perkins Act.

"(3) promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;"

There are outstanding examples in Missouri of cooperation between public agencies and the private sector that result in quality vocational education that is responsive to labor market needs. The Western Missouri Private Industry Council is an example of vocational education and another public agency cooperating (Appendix A). Through joint efforts, a wide range of participants and businesses have been served with appropriate, timely and valuable skill training according to testimony by Judy Kuhlman, Executive Director.

Another outstanding example of public agencies cooperating was described by Kenneth Cobb, Director of the Lewis & Clark Area Vocational-Technical School, and Bruce Cornett, Director of Employment Security (Appendix A). This arrangement was one of eleven cooperative arrangements between vocational institutions and the Employment Security. Both administrators representing the two agencies reported the arrangement was advantageous to each.

The Foundation for Linn Technical College is an example of vocational education and the private sector working together to make vocational education more responsive to the labor market (Appendix A). Steven Breckon, President, states that the Foundation is a powerful influence and works to the ultimate benefit of the Linn Technical College.

In surveys conducted by the Council on private sector involvement in vocational education, both vocational administrators and private sector representatives report a wide range of private sector involvement with vocational education. Some report outstanding cooperative involvement while others report virtually no involvement (Appendixes M,N).

Vocational administrators feel best about the contributions of the private sector through advisory committees and state technical committees. Areas where the greatest increase in private sector contribution could be made are meeting the needs of special populations and involvement of the private sector through the use of foundations, such as the one at Linn Technical College, or other equipment/fund securing activities. According to vocational administrators, there is room for significant improvement in the degree of contribution of the private sector to vocational education in meeting specific work place requirements and addressing statewide education and training needs.

Barriers that are in greatest need of being broken down are lack of time, negative attitude, and lack of understanding of the importance of the private sector and vocational education to one another.

It is the belief of the Council that a lot of good things are happening in Missouri in the area of cooperation between public agencies and the private

sector that results in quality vocational education responsive to labor market needs. It is also the belief of the Council that in this area much more needs to be done.

"(4) improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;"

The Department of Elementary and Secondary Education has initiated programs designed to improve academic foundations of vocational students and aid in the application of newer technologies. Examples of programs are the Principles of Technology, Vocational Instructional Management System (VIMS) and the Vocational Administrative Management System (VAMS). A program with a great deal of implication for vocational students and the incorporation of vocational education into academics and vice versa is the Key Skills and Core Competencies program.

The Council believes this is an area with great potential for innovation.

"(5) provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;"

Adult training in Missouri has increased dramatically the past few years both through regular programs and customized training. An example of this type of program was described

in testimony by Jerry Reese, Director of Adult Education and Business and Industry Training, Lewis and Clark Area Vocational-Technical School (Appendix A). Representatives of a business being served stated in a letter that as a result of working with the school they were able to implement training that would otherwise have been impossible.

In a survey of vocational administrators conducted by the Council, it was found they believe equipment and facilities almost always meet the needs of adults in need of training and retraining (Appendix L). Administrators believe instructional personnel, programming, curriculum, employment placement, and coordination with other service providers/agencies usually do almost always meet the needs of adults. Transportation and day care are only occasionally provided and meeting the counseling needs of adults varies widely.

The Council believes this is one of the areas where the greatest contributions are now being made. The Council also believes there is much potential to be of service to the State not being tapped by vocational education institutions.

"(6) assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;"

The Gamm Project in Northeast Missouri is an exemplary program designed to meet the unique needs of an economically depressed area. A large number of adults displaced primarily

by the farm crisis have been served by this program that has been expanded from four counties to nine counties.

The Council believes the Gamm Project has been a major contributor in assisting an economically depressed area of Missouri. Perhaps there is potential for expansion of the program or the establishment of similar programs in other economically depressed areas of Missouri.

"(7) to assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;"

Statewide Job Placement, Sedalia, and Project Hire, Kansas City, are examples of providing primarily placement services to students/graduates and business/industry. As the result of these programs, community colleges and area vocational-technical schools receive assistance with placement of students from vocational programs.

According to vocational administrators, support activities are areas that still have need for improvement (Appendix L). As was stated earlier, the greatest need for individuals being released from correctional institutions is assistance with placement. Administrators whose institutions are providing day care for the children of students believe it has been an important addition while others state it is an area of support they plan to consider. Counseling available to adults seems to vary among institutions and programs.

The Council believes there are outstanding activities that exemplify providing support services. The Council also believes this is an area with many unmet needs.

"(8) improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and"

Seven regional centers have been established primarily to serve displaced homemakers. It has been reported that these have provided a much needed service to individuals in need of employment assistance.

The Council believes the Regional Centers are outstanding examples of a way Missouri is addressing this purpose of the Act.

"(9) authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process."

Not a state or local responsibility.

Selected areas were chosen for consideration as to whether the program delivery system assisted under the Job Training Partnership Act was adequate and effective in achieving the purpose of the Act.

"Sec. 2. It is the purpose of this Act to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment."

In a survey of vocational administrators and JTPA representatives, respondents were asked to list programs that had been established maximizing the use of both JTPA and Perkins funds (Appendixes C, D, E, F). Respondents listed a number of programs (61 by vocational administrators) that had been established serving a wide range of clients from youth through adults. A number of these programs have been established recently which reflect a positive trend toward more fully realizing the purpose of the Act.

Data supplied by the Division of Job Development and Training indicates a positive trend (Appendix O). Using certain assumptions, the positive trend is reflected in percentages of individuals being served who are disadvantaged or face serious barriers to employment. The assumptions are that by being in a select category, an individual could be disadvantaged and/or face a serious barrier to employment and that the categories examined could be accurate indicators. Categories reviewed were welfare recipients, high school drop outs, handicapped, limited English proficient, single parents, criminal offenders, displaced homemakers, veterans, and teenage parents. A positive factor exists in that the percentage of JTPA clients having the characteristic reflected by a category either increased or remained the same from 1986 to 1987. In no category was there a decrease.

As indicated, positive two year trends are reflected by the number of programs established and percentages of clients served with a selected characteristic.

Perhaps an administrative barrier exists. Controversy associated with the Job Training Partnership Act is in the area of performance standards and how they might affect service to individuals with serious barriers to employment. The Council set out to find the extent to which performance standards influence recruitment and hinder JTPA from serving the populations most at risk. Vocational administrators, service delivery area administrative entity directors, and PIC members were surveyed for their opinions (Appendixes G, H,I,J,K). Based on the responses, performance standards affect recruitment and hinders JTPA in serving the populations most at risk.

In summary, there are many outstanding programs within the vocational education program delivery systems assisted under the Perkins Act and the Job Training Partnership Act that are adequate and effective in meeting the purposes of the Acts. As indicated, there are challenges and areas where there is potential for greater realization of achieving the purposes of the Acts.

COUNCIL MANDATE (9)(A)(ii)

"make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and Job Training Partnership Act."

It is the Council's observation that the coordination between vocational education and JTPA that takes place at the state level is very good. This is based not only on joint activity and production but also an observed atmosphere of goodwill that exists between representatives of the two state organizations responsible for administration of the Acts.

Coordination at the local level appears to vary greatly. Representatives of both JTPA and vocational education report responses that range from outstanding coordination to coordination being virtually nonexistent.

Judy Kuhlman, Executive Director, Western Missouri Private Industry Council, Inc., reported to the Council in a hearing that "Cooperation, linkage, and support have been the consistent description of the efforts of the Western Missouri Private Industry Council, Inc. and the Vocational Technical School Consortium of the educational institutions in the thirteen counties of Service Delivery Area 4" (Appendix A). Dr. Kuhlman went on to say, "...these educational institutions and their directors have been a significant portion of the success of the Job Training Partnership Act programs in the area."

Good feelings about coordination between vocational education and JTPA are not limited to administrative entity directors. In a survey conducted by the Council, vocational administrators were asked to list the problems they encountered in developing joint programs (Appendix F). Five responded

"none" while another indicated there were "no negative aspects, just positive."

On the other hand, survey respondents from both JTPA and vocational education indicate problems related to coordination exist (Appendixes C,D,E,F). Most problems relate to time, money, understanding or attitude. Some responses indicate these problems are a serious hindrance to accomplishing the spirit of the Acts.

There are other findings and conclusions of interest from the surveys relating to coordination. The perceived opportunity for vocational educators to provide JTPA programs and services varies considerably among respondents. The use or lack of use of activities or arrangements to coordinate planning and reduce duplication indicates there is much room for improved coordination at the local level. Survey respondents report some PICs with active vocational education representatives while others believe there are no active vocational education representatives on the PIC.

Based on observations, surveys, and reports, the following recommendations are made:

1. The State Council on Vocational Education recommends the Department of Elementary and Secondary Education and the Division of Job Development and Training be commended for their positive working relationship.

2. The State Council on Vocational Education recommends that the Department of Elementary and Secondary Education and the Division of Job Development and Training provide incentives and conduct activities that encourage communication between representatives of JTPA and vocational education at the local level. (This recommendation supports the spirit of Criteria 3 of the Governor's Coordination Criteria and recommendations made in a report prepared by the Department of Public Administration, University of Missouri-Columbia, entitled "Coordinating Job Development and Training in Missouri.")

COUNCIL MANDATES (1) THROUGH (8)

Each State council shall--

"(1) meet with the State board or its representatives during the planning year to advise on the development of the State plan;"

Development of the State plan is a responsibility of the Department of Elementary and Secondary Education as designated by the Missouri State Board of Education. Representatives of the Council have been willing and available to meet upon request.

Copies of the Missouri State Plan for Vocational Education and amendments have been submitted by the Department of Elementary and Secondary Education for the Council's review and comment.

"(2) advise the State board and make reports to the Governor, the business community, and general public of the State concerning--

"(A) policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped);"

Increased involvement of vocational education in economic development efforts and increased communication with representatives of JTPA will strengthen vocational education in Missouri. Specific recommendations are:

1. The State Council on Vocational Education recommends the Departments of Elementary and Secondary Education and Economic Development develop a handbook that could be used at the local level in planning and implementing training aimed at helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and assisting the displaced. Such a handbook should also outline the roles that could be played in a coordinated economic development effort by key players from the private sector, government and education.

2. The State Council on Vocational Education recommends the Department of Elementary and Secondary Education conduct inservice activities informing vocational educators of the components of economic development and the role of vocational education in helping maintain and expand present business/industry, attract new business/industry including fostering

entrepreneurship, and provide training for the displaced. Such activities should encourage vocational educators to take an active role in economic development efforts.

3. The State Council on Vocational Education recommends activities be conducted between employers and educators that bring about a greater understanding by educators of the needs of business/industry and a greater understanding by employers of the ability of education to respond in a timely manner.

4. The Department of Elementary and Secondary Education and the Division of Job Development and Training should provide incentives and conduct activities that encourage communication between representatives of JTPA and vocational education at the local level.

The first three recommendations are contained in the Council report, "The Role of Vocational Education in Economic Development" (Appendix P) while the fourth recommendation is taken from the section of this report on JTPA-vocational education coordination.

Although not addressed as a major separate issue, it is believed these recommendations have much potential for improvement of programming for the handicapped.

"(B) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;"

Recommendation number 3 in the Council report on the Role of Vocational Education in Economic Development is:

"The State Council on Vocational Education recommends activities be conducted between employers and educators that bring about a greater understanding by educators of the needs of business/industry and a greater understanding by employers of the ability of education to respond in a timely manner." (Appendix P)

The contributions of the private sector through participation in such activities could do much toward the improvement of vocational education programs including modernization. Vocational educators should be prepared to take the initiative in seeing that activities are planned.

"(3) analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State;"

Both distribution of spending and other selected statistical data are contained in the 1989 version of the Council report entitled "Distribution of Spending and Other Selected Statistics on Vocational Education For Missouri." (Appendix Q) The Council commends the leadership of Missouri for their support of vocational education in the past. It is important if vocational education is to reach its potential as an economic development tool that continued attention be given to financing.

"(4) furnish consultation to the State board on the establishment of evaluation criteria for vocational education programs within the State;"

Representatives of the Council have been willing and available to consult with the State Board of Education on the establishment of evaluation criteria for vocational education programs.

"(5) submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations;"

The Council believes there is much untapped potential for the involvement of business and industry. Outstanding examples mentioned earlier in this report relate to cooperative ventures, advisory committees, booster groups and foundations. Detailed information about these examples are contained in a Council hearing report entitled "Successful Linkages." (Appendix A) Further ideas for consideration are contained in a report prepared for the Council by Dr. David Stevens, University of Missouri-Columbia, entitled "The Role of Vocational Education in Missouri's Economic Development: What Can We Learn From Other States?" (Appendix R)

The Council believes the recommendations on the role of vocational education in economic development would do much to further involve the private sector in vocational education. Those recommendations are:

1. The State Council on Vocational Education recommends the Departments of Elementary and Secondary Education and Economic Development develop a handbook that could be used at the local level in planning and implementing training aimed at helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and assisting the displaced. Such a handbook should also outline the roles that could be played in a coordinated economic development effort by key players from the private sector, government and education.

2. The State Council on Vocational Education recommends the Department of Elementary and Secondary Education conduct inservice activities informing vocational educators of the components of economic development and the role of vocational education in helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and provide training for the displaced. Such activities should encourage vocational educators to take an active role in economic development efforts.

3. The State Council on Vocational Education recommends activities be conducted between employers and educators that bring about a greater understanding by educators of the needs of business/industry and a greater understanding by employers of the ability of education to respond in a timely manner.

4. The State Council on Vocational Education recommends the Departments of Elementary and Secondary Education and Economic Development develop a plan of implementation of the above recommendations prior to January 1, 1990.

"(6) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;"

Distribution of financial assistance is reported in the Council report entitled "Distribution of Spending and Other Selected Statistics on Vocational Education for Missouri." (Appendix Q) Spending and enrollment are reported by secondary and postsecondary categories as much as possible. Approximately one-third of the Perkins funds go to four year institutions and community colleges. Enrollment in these institutions amounts to less than one-third of the total state enrollment.

"(7) recommend procedures to the State board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations;"

The Council believes adoption of the following recommendations will ensure and enhance the participation of the public in the provision of vocational education at the local level.

1. The State Council on Vocational Education recommends the Departments of Elementary and Secondary Education and Economic Development develop a handbook that could be used at the local level in planning and implementing training aimed at helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and assisting the displaced. Such a handbook should also outline the roles that could be played in a coordinated economic development effort by key players from the private sector, government and education.

2. The State Council on Vocational Education recommends the Department of Elementary and Secondary Education conduct inservice activities informing vocational educators of the components of economic development and the role of vocational education in helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and provide training for the displaced. Such activities should encourage vocational educators to take an active role in economic development efforts.

3. The State Council on Vocational Education recommends activities be conducted between employers and educators that bring about a greater understanding by educators of the needs of business/industry and a greater understanding by employers of the ability of education to respond in a timely manner.

4. The Department of Elementary and Secondary Education and the Division of Job Development and Training should provide incentives and conduct activities that encourage communication between representatives of JTPA and vocational education at the local level.

"(8) report to the State board on the extent to which the individuals described in section 201(b) are provided with equal access to quality vocational education programs;"*

The Council addressed this issue through studies entitled "Survey of Area Vocational School Directors and Community College Deans Responsible for Vocational Programs on Accessibility to Vocational Education" and "Selected Components of Vocational Education in Correctional Institutions" (Appendixes B,L).

In summary, it was found vocational administrators believe most components of vocational education are doing a good job of meeting the needs of special populations. Generally, areas rated the highest were instructional personnel, equipment, facilities, programming, curriculum, and coordination with other service providers/agencies. Areas rated somewhat lower relate to counseling and employment placement. Areas where the least is being done are transportation and day care. Vocational administrators believe set asides under the Perkins Act and the state funding formula are causing more emphasis

to be placed on serving the needs of special populations than was done in the past.

As the result of interviews with corrections officials, it was concluded the set asides in the Perkins Act have had a positive effect on vocational education for individuals in correctional institutions. The greatest need reported for criminal offenders in adult vocational programs in Missouri correctional institutions is assistance with employment placement. It was stated that the funding provided through Perkins set asides has been very important in serving youthful criminal offenders in correctional institutions.

*"(1) *handicapped individuals;*
"(2) *disadvantaged individuals;*
"(3) *adults who are in need of training and retraining;*
"(4) *individuals who are single parents or homemakers; and*
"(5) *individuals who participate in programs designated to eliminate sex bias and stereotyping in vocational education;*
"(6) *criminal offenders who are serving in a correctional institution."*

COUNCIL MANDATE (9)(B)

"(9)(B) advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor of these findings and recommendations."

Letters of transmittal follow.

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 545 • Jefferson City, Missouri 65102 • (314) 751-4384

March 23, 1989

William G. Thomas
Blue Springs, Chair
Randy B. Best
Kahoka
Monte Cass
LaMonte
Fridolin Griggs
St. Louis
Ruby L. Letsch
Springfield
Jerald A. Pelker
Florissant
Jerry Stark
Carl Junction
J.W. Stone
Fortescue
Cora D. Thompson
Parkville
Ray Walsh
Festus

Donald M. Claycomb
Executive Director

The Honorable John Ashcroft
Governor of the State of Missouri
Executive Office
P. O. Box 720
Jefferson City, Missouri 65102

Dear Governor Ashcroft:

Enclosed is a copy of the second biennial report of the Missouri State Council on Vocational Education, "In Response to the Mandates." The report contains activities, findings, and recommendations.

Also enclosed is a summary report of the six recommendations by the SCOVE. Four recommendations relate to the role of vocational education in economic development and two recommendations relate to cooperation and coordination between JTPA and vocational education.

We believe implementation of the recommendations contained would result in a more efficient and effective effort at aiding economic growth. We would welcome the opportunity to discuss the findings and recommendations with you or your staff.

It is our pleasure to serve Missouri through the State Council on Vocational Education.

Sincerely,

William G. Thomas
Chair

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 545 • Jefferson City, Missouri 65102 • (314) 751-4384

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Festus

Donald M. Claycomb
Executive Director

Mr. Thomas R. Davis, President
Missouri State Board of Education
113 E. Third Street
Sedalia, Missouri 65301

Dear Mr. Davis:

Enclosed is a copy of the second biennial report of the Missouri State Council on Vocational Education, "In Response to the Mandates." The report contains study reports, findings, evaluative statements, and recommendations.

Also enclosed is a summary report of the six recommendations made by the SCOVE. Four recommendations relate to the role of vocational education in economic development and two recommendations relate to cooperation and coordination between JTPA and vocational education.

We view vocational education from our positions in labor, business, government, agriculture, and education. We believe Missouri has an outstanding system of vocational education. It is our goal to see that system be made even better.

We would welcome the opportunity to discuss issues addressed in the report as well as issues the Board would suggest for future study.

Sincerely,

William G. Thomas
Chair

cc: State Board of Education Members
Dr. Robert Bartman
Dr. Frank Drake

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 545 • Jefferson City, Missouri 65102 • (314) 751-4384

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Donald M. Claycomb
Executive Director

Mr. Ken Christgen, Jr.
Chairperson
Missouri Job Training Coordinating Council
2801 South Second
Box 3179
St. Joseph, Missouri 64503

Dear Mr. Christgen:

Enclosed is a copy of the second biennial report of the Missouri State Council on Vocational Education. Of particular interest to you are pages 16-20.

We believe the state level governmental units mentioned in recommendation one are very deserving of the commendation. We believe implementation of recommendation two could result in more efficient and effective training.

We would welcome the opportunity to discuss the findings and recommendations presented.

Sincerely,

William G. Thomas
Chair

cc: Michael Hartmann

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 545 • Jefferson City, Missouri 65102 • (314) 751-4384

March 23, 1989

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Ray Walsh
Festus

Donald M. Claycomb
Executive Director

The Honorable Lauro Cavazos
Secretary of Education
400 Maryland Street
Washington, D.C. 20202

Dear Secretary Cavazos:

Enclosed is a copy of the biennial report of the Missouri State Council on Vocational Education entitled, "In Response to the Mandates." Pages 5 through 20 specifically address reporting mandated under the Perkins Act. Other portions of the report address other mandates.

Secretary of Labor Dole, Governor Ashcroft, the Missouri State Board of Education, and the Missouri Job Training Coordinating Council have been supplied a copy of this report thereby advising them of these findings and recommendations.

Should you or your staff have comments or questions, please contact us.

Sincerely,

William G. Thomas
Chair

Donald M. Claycomb
Executive Director

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 545 • Jefferson City, Missouri 65102 • (314) 751-4384

March 23, 1989

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Donald M. Claycomb
Executive Director

The Honorable Elizabeth Dole
Secretary of Labor
Frances Perkins Building, Room S2018
200 Constitution Avenue, N.W.
Washington, D.C. 20210

Dear Secretary Dole:

Enclosed is a copy of the biennial report of the Missouri State Council on Vocational Education entitled, "In Response to the Mandates." Pages 16 through 20 specifically address findings and recommendations relating to coordination and cooperation between JTPA and vocational education.

Should you or your staff have comments or questions, please contact us.

Sincerely,

William G. Thomas
Chair

Donald M. Claycomb
Executive Director

APPENDIX A

HEARING

SUCCESSFUL LINKAGES

January 22, 1988

TABLE OF CONTENTS

	Page
INTRODUCTION	1
QUESTIONS	2
SCHEDULE	3
TESTIMONY	
Judy Kuhlman, Executive Director ..... Western Missouri Private Industry Council, Inc.	4
Kenneth Cobb, Director ..... Lewis & Clark Technical School **C. Bruce Cornett**, Director Missouri Division of Employment Security	12
Richard Schumacher, Coordinator ..... High Technology Resource Training Center	21
Jerry E. Reese, Director of Adult Education ..... Lewis & Clark Technical School	35
Wilma Wilcoxson, Instructor ..... Jackson High School	44
Paul Coffman, Director ..... Northwest Missouri Area Vocational-Technical School	54
Steven Breckon, President ..... Linn Technical College	61
Alice Lauher, Instructor ..... Pattonville R-III High School	68
Jim Welker, Former Instructor ..... Delta R-V	78
SUMMARY	84

INTRODUCTION

The Missouri State Council on Vocational Education selected "The Role of Vocational Education in Economic Development as their biennial theme. The Council believes vocational education has played an important part in the economic development of Missouri. At the same time, the Council strongly believes vocational education has the potential to play an even greater role in the future economic development of our state than it has in the past.

This is the third hearing relating to the study topic. The first consisted of the MVA and each affiliate while the second consisted of a variety of individuals with an interest in vocational education.

In this hearing, the Missouri State Council on Vocational Education wanted to hear about programs that are recognized for cooperation and coordination. The programs represented are a sampling of exemplary successful linkages. Information gathered by identifying success factors, barriers, and making suggestions for improvement will be invaluable.

The Council appreciates the time and effort expended by the many individuals providing input. A statement made in the introduction of the first hearing also applies, "Even though areas such as approach and definition may vary, there is a singleness of purpose to be involved in assisting the State of Missouri in becoming an even better place to live and work."

Following review of the information presented, your reactions, comments and suggestions are encouraged.

MISSOURI STATE COUNCIL ON VOCATIONAL EDUCATION
SUCCESSFUL LINKAGES

As part of the Missouri State Council on Vocational Education's biennial study on "The Role of Vocational Education in Economic Development," representatives of programs exemplary in cooperation, coordination, and involvement with government agencies and/or the private sector were asked to:

1. Describe how their program works.
2. Tell why their program works.
3. Identify barriers they have overcome.
4. Make suggestions that could be used by other local programs.

HEARING SCHEDULE
STATE COUNCIL ON VOCATIONAL EDUCATION
January 22, 1988

"SUCCESSFUL LINKAGES"

1:00 p.m.	**JUDY KUHLMAN**, Executive Director Western Missouri Private Industry Council, Inc. *"JTPA - Vocational Education in SDA 4"*
1:20 p.m.	**KENNETH COBB**, Director Lewis & Clark Technical School **C. BRUCE CORNETT**, Director Missouri Division of Employment Security *"Employment Security - Vocational Education in Missouri"*
1:40 p.m.	**REBECCA GUYER ADMIRE**, Director High Technology Resource Training Center *"Vocational Education - Private Sector - JTPA at the HTRTC"*
2:00 p.m.	**JERRY E. REESE**, Director of Adult Education Lewis & Clark Technical School *"Vocational Education - JTPA - Private Sector - Economic Development in St. Charles"*
2:20 p.m.	**WILMA WILCOXSON**, Instructor Jackson High School *"Local Advisory Committee and Booster Club at JHS"*
2:40 p.m.	**BREAK**
2:50 p.m.	**PAUL COFFMAN**, Director Northwest Missouri Area Vocational-Technical School *"Vocational Education - Training/Retraining - Economic Development in Maryville"*
3:10 p.m.	**STEVEN BRECKON**, President Linn Technical College *"Vocational Education - Private Sector at Linn Tech"*
3:30 p.m.	**ALICE LAUHER**, Instructor Pattonville R-III High School *"Teenage Parents Program at Pattonville"*
3:50 p.m.	**JIM WELKER**, Former Instructor Delta R-V *"Vocational Education - Farmers Market in Cape Girardeau"*
4:10 p.m.	**OPEN COMMENT**

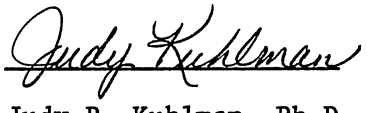
MISSOURI STATE COUNCIL ON VOCATIONAL EDUCATION

January 22, 1988

Presentation Provided By

Western Missouri Private Industry Council, Inc.
Job Training Partnership Act Programs
Service Delivery Area 4

Presented by:



Judy R. Kuhlman, Ph.D.
Executive Director
Western Missouri Private Industry Counci, Inc.

PRESENTATION TO THE STATE COUNCIL ON VOCATIONAL EDUCATION
FRIDAY, JANUARY 22, 1988

By: Judy R. Kuhlman, Ph.D.

Chairman Thompson and members of the State Council, I would like to thank you for the opportunity to speak to you today. My name is Judy Kuhlman; I am the Executive Director of the Western Missouri Private Industry Council, Inc., which provides Job Training Partnership Act programs for the Service Delivery Area 4 in Missouri.

Cooperation, linkage, and support have been the consistent descriptors of the efforts of the Western Missouri Private Industry Council, Inc., and the Vocational-Technical School Consortium of the educational institutions in the 13 counties of Service Delivery Area 4. Since the initial Job Training Partnership Act formation of Service Delivery Area 4, these educational institutions and their directors have been a significant portion of the success of Job Training Partnership Act programs in the area. Through their cooperative efforts the Service Delivery Area has been able to provide high quality, labor-market sensitive, and participant need driven programs. These institutions are: Carrollton Area Vocational-Technical School, Clinton Area Vocational Technical School, Lex La-Ray Area Vocational-Technical School, Nevada Area Vocational-Technical School, Saline County Career Center, State Fair Area Vocational-Technical School, State Fair Community College, Warrensburg Area Vocational-Technical School, and Central Missouri State University.

Since the Job Training Partnership Act programs began this group has provided youth opportunities through the high school Area Vocational-Technical School System. Each year the Private Industry Council supports through tuition reimbursement over 100 high-risk youth to attend programs at

these institutions receiving a one- or two-year skill training program. The job placement rate for these youth has averaged 90% plus for four years. In addition, these schools support the Western Missouri Private Industry Council, Inc., policy of providing for tuition payments for Area Vocational-Technial School students attending outside of Service Delivery Area 4 when the student participant resides in Service Delivery Area 4.

Each year over 100, and sometimes as many as 150 participants, receive Skill-Training through Individual Referral at the post-secondary level through this program, as part of the core Title IIA Programs. The positive termination rate of these graduates has been 70% with a $5.39 average wage for entered employment.

But, most significant has been the continued support for new and/or specialized programs for both participants and business and industry. When opportunities became available for more than referral linkages to the Adult Basic Education Programs, each school volunteered to work with the Basic Education Initiative (BEI) Program. Within the first phase of the Basic Education Initiative Program, Service Delivery Area 4 created six sites, five of these are placed in Area Vocational-Technical Schools. The cooperative positioning of these programs has lead to increased services available in Basic and Remedial Education throughout the Service Delivery Area. State Fair Community College coordinates services at five of these sites as satellite programs and the Nevada Area Vocational-Technical School coordinates the sixth site. During PY'86 a seventh site was requested for another Area Vocational-Technical School. Although it was denied, the support remains. Last year 88 individuals received these services. This year we have over 60 participants at mid-year.

In PY'85 the Western Missouri Private Industry Council, Inc., requested assistance to pilot a Basic and Remedial Program in the Title IIB Summer Program. The State Fair Community College, Adult Basic Education program volunteered to operate a program. During the summer, 20 students from 14-20 years of age, who were failing in high school or in need of additional basic skills before skill training placement, attended eight weeks of a half-day program. Extensive use was made of the Basic Education Initiative computerized instruction system. During that period, pre- and post-testing revealed a 2.1 grade level increase average for the participants. Last summer two more Area Vocational-Technical Schools assisted, and programs operated at the Clinton Area Vocational-Technical School/Basic Education Initiative site along with a temporary Basic Education Initiative site established at the Lex La-Ray Area Vocational-Technial School.

Project AHEAD (Adults Headed for Education, Advancement, and Development) was designed to assist individuals with career assessment, vocational training selection, basic/remedial education, tuition, support services, job-readiness skills, and job placement. The program serves single parents, homemakers, and displaced homemakers by aiding them in choosing and acquiring vocational skill training which will lead to economic self-sufficiency.

Project AHEAD began in 1985 as an effort to recruit this target population for vocational programs when funds became available through the Carl Perkins Act of 1984. Through support from Service Delivery Area 4, Department of Elementary and Secondary Education, Division of Job Development and Training and Carl Perkins funds at various levels, the program is beginning its third year of operation. The Western Missouri Private Industry Council, Inc., the seven Area Vocational-Technical Schools

and one community college in Service Delivery Area 4 fund Project AHEAD to insure that these services are available to the rural population of the Service Delivery Area. Through the initial coordination between the vocational schools and the Western Missouri Private Industry Council, Inc., an effective network of referrals was quickly established which accounted for the program's immediate success.

Over 400 men and women have participated in the recruitment workshops which provide emotional support as well as educational information. The career assessment has been motivating as well as a career tool. Since September of 1985 over 245 individuals have been able to enter vocational training through the coordination of financial programs and services. Referrals have been made to various programs including Basic/Remedial Education, Job Search and On-The-Job Training along with the Skill Training component. Over 100 participants have completed training in areas including Practical Nursing, Business Management, Auto Technology, Building Trades, Electronics, Computer Programming, and Secretarial Science. In 1986-87 Project AHEAD served 97 participants with a 57% positive termination rate and an average wage of $4.85 for those entering employment.

The project has been recognized in presentations at the National Job Training Partnership Conference in New Orleans in 1987 and the Displaced Homemakers Network Regional Conference in St. Louis in 1986. We are listed by the Department of Labor Women's Bureau's Displaced Homemakers Network as a program referral.

The individuals, schools, Job Training Partnership Act agencies, and professional groups that are served are appreciative and eager to participate in our networking efforts to provide successful career training for this targeted population when it results in increased individual pride

and successful job placements. The Western Missouri Private Industry Council, Inc., is proud of its involvement with the creation and development of this project and will continue its support of the program.

Since the Job Training Partnership Act program began in Service Delivery Area 4, the Western Missouri Private Industry Council, Inc., has had a special program to coordinate and utilize Customized Training funds available through both the Division of Job Development and Training and the Department of Elementary and Secondary Education. A vital part of the approach and success has been the support from these institutions. They provide specialized courses and instruction whenever it is requested through the system for business and industry . The Western Missouri Private Industry Council, Inc., Customized Training Program has consistently led the state in number of projects and individuals served. In recognition of this success the Private Industry Council has received the Governor's Award in 1986 and 1987 for most outstanding Customized Training Program in the state.

The Service Delivery Area moved into PY'87 with all of these programs in place and added a new assessment center approach designed for rural areas. Through a Coordinating Matching Grant an assessment center with outreach to each of these institutions is being piloted. Once again every institution is a part of this consortium approach, with State Fair Community College coordinating the program.

This year we have also piloted a new program through Central Missouri State University to provide entrepreneurial training for participants interested in starting their own business. Nineteen individuals are enrolled in this program developed by the Center for Technology and Small Business Development for the Private Industry Council.

The success of these cooperative efforts is based on open communication and mutual responsiveness. When two groups with some common goals try to establish a joint effort program, it is critical that each side realizes what limitations the other must work under. It is not impossible, but it takes time and energy. We held many meetings face-to-face to make sure everyone understood the needs of each group and what was to be accomplished. Through these efforts credibility has been established. We have mutual trust and respect. Although my personal background may have helped in the initial sessions because I understood vocational education programs, many areas of current programming were created where neither group had previous experience. The Western Missouri Private Industry Council, Inc., has designed the programs for Service Delivery Area 4 to be conducive of cooperative programs. We have a strong commitment to providing vocational skill training.

This consortium allows the Private Industry Council to provide appropriate, timely and valuable skill training programs to a wide range of participants and businesses.

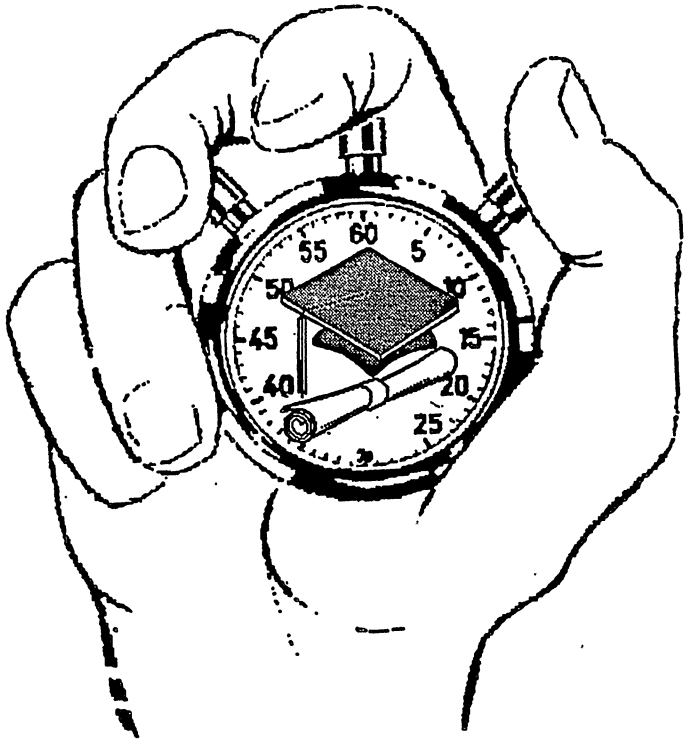
JUDY KUHLMAN, Executive Director
Western Missouri Private Industry Council, Inc.

Question: When you said at the beginning your 90% plus employed rate, did you mean the initial or after 6 months or so?

Answer: That for us is the first initial and we also do a 120 day follow up. For us we have found in that area, we have always been able to maintain over 75% of continued placement. If you listen to those figures though, for me it is very interesting that we have a much higher placement and consistency rate of staying on employment with those that we provide the skill training through the area vocational technical schools as high school students compared to those that we provided for through the individual referral or post high school programs. We usually have about a 70-75% rate of placement with those individuals and it drops closer to 57% on our 120 day follow up. I do not have an answer for that and so far neither do any of the directors, but that's the case.

Lewis & Clark Area Vocational Technical School

PRESENTS:



The Role of the Division of Missouri Employment Security in the Area Vocational Technical School

FOR THE:

Missouri State Council on Vocational Education

PRESENTED BY:

Dr. Kenneth C. Cobb

Director of Lewis & Clark Area Vocational Technical School

St. Charles, Missouri

MISSOURI EMPLOYMENT SECURITY IN THE AREA

VO-TECH SETTING:

In the spring of 1985, the State Department of Education contacted Lewis and Clark and asked if we would be interested in working in cooperation with the Missouri Division of Employment Security. We were delighted with the possibility. We are even more excited today about the results of our combined effort in placing students in the job force. Immediately after the state meeting, Dr. Cobb, Vocational Director, met with the staff members from the St. Charles Office of Employment Security and began making plans.

Mrs. Tihen's services have been of tremendous benefit to Lewis and Clark. She has established an excellent rapport with our instructors and works very effectively with both our high school and our adult students.

FOLLOWING ARE ADVANTAGES OF A COOPERATIVE EFFORT:

1. Mrs. Tihen is at our school from 8-4 each day except for a brief period on Wednesday morning when she attends a weekly staff meeting at the Employment Security office and picks up the latest job listings.

2, A computer link gives our students access to all jobs listed through Employment Security in the State of Missouri.

3. Most of the employer contacts are now made by Mrs. Tihen. Although placement is a total team effort, Mrs. Tihen takes the initial job listings, works with the employers, visits with instructors about possible applicants, and arranges job interviews. She also screens students and makes sure they are adequately prepared to interview properly. Mrs. Tihen then makes a follow-up call to be certain that the students interviewed were satisfactory.

4. Mrs. Tihen has developed a strong program of pre-employment activities to assist both secondary and adult students. These activities include resume preparation, interviewing techniques, improving one's self concept, and numerous other activities focused on factors related to locating and keeping a job. Video equipment is used to develop interviewing skills.

5. Mrs. Tihen has helped bring the student body and the community closer together. This provides a valuable service to both the student and the businesses involved. This project has helped both

student and resources in the community to discover each other.

6. This service has allowed our teachers more time for actual instruction. When our placement efforts are coordinated through one office, the total time spent on placement is much more effective. Our teachers and counselors have found that this project has relieved them of many hours spent individually on placement before we had this resource.

IN SUMMARY, THE FOLLOWING THINGS HAVE HAPPENED TO INCREASE OUR EFFECTIVENESS SINCE THE PROJECT BEGAN:

I. Placement - The percentage of placements has increased in each program.

   A. We have found a number of new locations to place students.

   B. The quality of our placements has continually improved.

   C. We have been able to help many students upgrade their employment.

   D. We are able to spend more quality time with employers--both initially with an inquiry and with follow-up and follow-through activities.

   E. The number of interviews with students and with employers has increased dramatically.

II. Activities assumed by the coordinator have relieved staff, allowing more time for teaching activities.

III. The quality of our referrals has increased.

IV. We have seen an increasing number of employer inquiries.

V. The project has helped increase our public relations and public awareness of our school efforts.

VI. Job retention has improved due to better and more appropriate placements.

VII. Mrs. Tihen has helped in obtaining outside speakers.

VIII. Mrs. Tihen has provided assistance in developing and teaching pre-employment skills.

IX. Students are now fully aware of Employment Security Services.

X. Students have greater access to job information.

XI. Our follow-up reports are much improved and provide more complete information.

XII. This service has allowed us to more effectively place special needs students and the physically handicapped.

In the beginning, employers seemed to be a little reluctant and confused since Mrs. Tihen was an employee of Employment Security but spent 100% of her time with Lewis and Clark students. The concept is now totally accepted. Teachers were also a little reluctant at first to let Mrs. Tihen handle incoming job orders and pre-employment activities but 95% of them now prefer that she handle it all after consulting with them about student abilities and skills.

Last year we placed 124 students through this office. Numbers do not tell the full story since many students need more help than others. The service provided is the most important factor.

Thanks.

Kenneth C. Cobb, Ph.D., Director
Lewis & Clark Area Vocational
Technical School

Testimony of C. BRUCE CORNETT
Director
Missouri Division of Employment Security

I hope the report of the other ten directors would be similar to that (Dr. Kenneth Cobb's report). I think looking at it from the big picture, I have always been frustrated by duplication of effort and people not taking advantages of economies of scale. The placement system that we have in Missouri through Employment Security is the only system in the country that is totally on-line throughout the state...a paperless operation so that regardless of where our job orders are, we have access to them. And last year we had 170,000 job openings available in our system. At the same time, our resources in personnel have been cut back to where the system is not being maximized. It has much greater capacity than we have people to take advantage of it.

Also, I guess for 10 to 12 to 15 years I was one of those who thought that the quality of vocational education should be judged based on the placement of their students. I have come full circle on that issue. I don't think that is a good way of measuring vocational education. I think it should be based on competency tests, but it is still there. Vocational schools are under the pressure to get their kids placed so they end up being teachers and placement professionals. I don't think you can do a good job of both. And I think that puts unfair pressure on the educators. And it is my contention that with the economies of scale that we have and the system that we have, that if it costs the vocational education school a dollar to place somebody, we should be able to do it for fifty cents. That being the case, why not have the vocational education school give us the fifty cents to do the placement and that would give them another fifty cents to put in the classroom. I think, unfortunately, many people just look at that that they are giving fifty cents to the Division of Employment Security.

To this point in time, the schools have not contributed financially to this project. It has all come out of Wagner-Peyser funds through the governor's ten percent funds. If it is proven to be cost effective, and I think it is, I think it is important to continue and spread it around the state to take full advantage of the resources that we have, to take full advantage of the economies of scale. Let the professional placement people do the placement and let the educators do the educating. And I think that is taking advantage of both systems to the benefit of the students who we are suppose to serve and the employers who want to take advantage of both services.

So, we are very pleased with the results of the relationship. We are now in eleven different schools. The cost per placement is coming down as we do a better job of working together and understanding each other as we broaden the project. The first year the cost per placement was $481. Last year it was $277. So far this year, it is $269 per placement and I would expect it to come down. That may be very good by vocational standards, I'm not sure. But by our standards, it is expensive. Our average cost of placement is about $135 a placement. So therefore, in terms of my responsibility to serve as much of the public as possible, I can't justify this cost. I can take the money and serve more people in the regular office in a regular setting. So's that why I think

it needs to be funded by the educational community. Take advantage of our resources and it should be a good investment for both of us. The students will come out ahead, the schools will come out ahead, and the employer community will come out ahead. And I think that is the type of relationships that we are trying to develop in this state. And I don't think it should be anything but better from this point forward. Especially as the labor shortage creeps in, employers are being more specific in terms of the type of people they want and then searching drastically for those people and I think we have to be prepared to handle those demands.

I could talk for a long time about this subject but I think it is more important that you have the opportunity to ask questions of both of us.

KENNETH COBB, Director
Lewis & Clark Technical School
C. BRUCE CORNETT, Director
Missouri Division of Employment Security

Question: Do you work strictly with the area vocational schools?

Cornett: At this time what we do, we target money, we pay one of our personnel who's then assigned to the vocational school and that person works only with the vocational school and students there. Our normal services in our regular offices, we don't target services. And vocational educators sometimes get frustrated, why don't you place our people out of your regular office? Well, we do, but it is only as they get in line and they are qualified for the job. We do not target services to them. This way, we can target. And there are other examples of organizations that give us money. In other words they file a position in the division and we target services to the people they want served. Northwest Missouri State University buys a position, the Urban League in Kansas City buys a position, a UAW-GM project in St. Louis and Kansas City buys a position from us. And then we target our services to those people but they have full access to all of our job opportunities regardless of where they are in the state. We also have access to a national job bank which isn't that productive but it offers some opportunities.

Question: So the person is just placed on the facility and there is no exchange of funds or anything?

Cornett: Not at this point. I think we do have a non-financial agreement in place. I think ideally the schools should have a financial agreement with us. They should buy the position from us and give us the money and then we hire somebody or take one of our staff and place them in that school. And I think that would be cost effective because there is definitely a limitation to how far we can go or for how long we can go time wise with these funds.

Question: Have you begun drafting that kind of paper work?

Cornett: If anybody wants to do it, it wouldn't take over a day or two to get it done. We would draft up a contract, our lawyers would, send it to the school and let them look at it, and we would agree to a financial arrangement at that time.

Question: Do you know, Ken, where that money would come from?

Cobb: No. With the current arrangement, we provide office space and a dedicated line for the computer and that's about our only expense at the present time. But as I alluded to earlier, for ten years I tried to get a placement coordinator in our district and was unsuccessful through the central office of administration, so I don't know. Of course, the state has provided 50% funding for a placement coordinator for many districts. Some of us just didn't get the job done or sold on the local level. So this has been a tremendous asset to us.

Question: So it would have to go through your local school district first?

Cobb: Oh yeah, if you are talking about local dollars.

Cornett: Local or state, federal, we don't care where they come from.

Cobb: In fact we have a state match for that sort of position.

Question: There would be federal match for the position?

Cobb: Not federal, I suppose it probably would be state monies, wouldn't it. It would have to be state monies matching....you know, 50% match for placement.

Question: Does this person go out and actively seek job openings in addition to relying on the bank of listings that you have?

Cornett: A good professional placement person has the capability of setting down and doing some "employment type counseling" in terms of resumes, interview techniques. They should be able to be proficient on our automated system to search our job opportunities that are available at that time and also be able to call on employers to develop job openings.

Question: What is the relationship between that activity and the Statewide Placement Service operated by the DESE?

Cornett: Well, the relationship is that our regular offices are receiving job orders from employers daily. We place those job orders on-line into the computer and then they are available to anybody who has access. You see you are utilizing that resource....you're not paying anything for that. That comes automatically.

Question: You having a person, a professional in the local school, is there any relationship between that project and the Statewide Placement Program?

Cornett: I'm not sure what you mean by the Statewide Placement Program.

Cass: The only part that's involved is we have an inservice training that they come to in the fall, to our workshop in the fall, and we combine that. Any type of inservice that we have through the Statewide, they are part of that. Any of our jobs that we distribute goes through those people. So, Yuvonne is a liaison, is a contact out of our office. It depends upon the...some of the people are half time, Yuvonne happens to be a full time person. Some are half time in the schools, some are full time. Basically it is the inservice project that we are working on.

Cornett: I think it is a matter, in this day and age we have to make some critical decisions regarding what is the most cost effective way of doing business. I just think we are going to have to make some decisions in that regard.

Question: Is there a difference in the length of tenure after placement when they walk through your doors and you help place them as opposed to the targeted population.

Cornett: I think Mr. Cobb indicated there was some improvements in that. I don't have specific information in that regard.

Cobb: I'm not sure I fully understand your question. Could you rephrase it for me?

Question: Well, where someone is working through your school and place people and maybe get a better match up of job and training and so forth versus just walking through the doors of Employment Security....I would think there would be a significantly longer tenure.

Cobb: Oh, I would say definitely.

Cornett: Well, the person that's housed at the vocational school has more time to spend with that individual and really try to understand what they are looking for and where their abilities are. So, I would expect the retention of a placement through the vocational system would have longer term effect than if they got placed through our regular office which is often under tremendous pressure of placing people, in mass hires...we just don't have time. In fact, in the local office we are trying to develop procedures where we don't have to have it one-on-one. That we bring them in in a group to get their applications and let the computer make some decisions, some matching decisions for us. Truthfully, I say it has to be better.

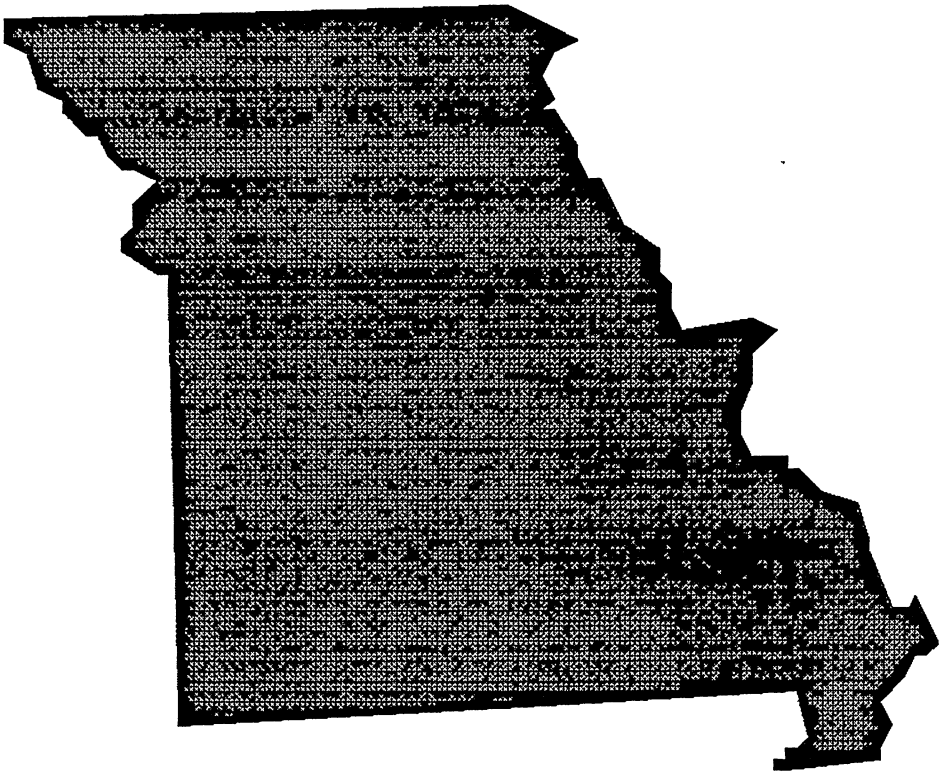
Questioner: I would think so. But it seems to me you need to factor in...when you talk about this cost effectiveness, that this longer tenure over the long haul would be more cost effective than maybe the early dollar....

Cobb: I would say Mrs. Tihen probably spends a lot more time with our students than she would a client in the Employment Security office. Also, she spends a great deal of time with prospective employers too. It's catch-as-catch can with teacher, director, counselor before the placement activities. A very limited time.

Question (audience): Mr. Cornett, there are a number of schools, as you probably know, who have a placement person on the staff. We are one of those schools in Springfield and we are pleased with our results but feel that they might be greatly enhanced if we had access to your computer and your files. What would be the chance of molding a program together where the individual is already on staff at the school?

Cornett: We could provide to you a suppressed list of job orders like in the Springfield area. But we have a confidentiality problem. The employer gives us a job order and tells us what type of individuals they are looking for. We want the employer to be in charge of the hiring decision. And the employer decides what qualifications, education, experience that they are looking for in an individual, then we are responsible for training our people to understand the system and to use it and keep the referrals to the minimum that the employer wants or to the maximum that the employer wants and controlling that job order and we have never let other outside organizations have access to our job orders in terms of the names of the employer and the details of the job order. And that's a problem that we got...it's frustrating because we need the help from outside and at the same time we have to maintain the confidence of the employer. And if we get 5 or 6 or 7 different agencies making referrals to that employer, then he is going to get confused and there are going to be a lot of mistakes made, we are going to lose the confidence of that employer and not get job orders from them any more.

Economic Development Through Customized Training



for the

Missouri State Council on Vocational Education

January 22, 1988

Rebecca Admire, Director

High Technology Training Resource Center

of St. Louis Community College

St. Louis, Missouri

Economic Development Through Customized Training

High Technology Training Resource Center

St. Louis Community College

Rebecca Admire, Director

The High Technology Training Resource Center, funded through the Department of Elementary and Secondary Education, was created three years ago to improve educational services to business and industry and to strengthen the relationships with the private sector. To accomplish these goals, the High Technology Training Resource Center:

- established a cooperative network of area educational institutions to serve industry
- provided leadership for technical applications and resources for employee skill development
- initiated a regional training approach for high cost automated training program
- provided cost effective customized training services for business and industry.

The High Technology Training Resource Center, through cooperative efforts with area educational institutions, has developed programs for both large and small businesses in the St. Louis area. Working closely with our clients from the initial needs assessment through final program delivery and evaluation, we have developed programs designed to achieve the most demanding training objectives. The results of training is directed toward positively impacting the client's bottom line. From microcomputers and industrial robotics to word processing and management training, the High Technology Training Resource Center responds to most any training need ... quickly and efficiently.

As a full service organization, the Training Resource Center provides:

- Needs assessment to determine the areas and target groups where training will be most beneficial.
- Coordination of our staff to research targeted training areas.
- Full development and implementation of instructional materials.
- The TRAC data base system to provide a complete approach to training records management.
- Professional printing, typesetting, graphics, art and photography in final material production.

Selected Client Companies

Throughout the state companies have become familiar with the concept and success of customized training. A partial list of the companies served by St. Louis area educational institutions is detailed below.

Amedco
Anheuser Busch
AT & T
Best Buy Company
Blackburn Industries
Bussmann
Chrysler Motors
Citicorp
Coca-Cola
Edison Brothers
Ford Motor Company
FormStore,Inc
General Motors
    Wentzville Assembly Plant
    Truck & Bus Assembly
Graphic Arts Institute
Hussman
KETC - Channel 9
Kisco
Mallinckrodt
McDonnell Douglas Corporation
    McAir
    Astronautics
    Information Systems
Monsanto Corporation
    Carondelet
    Queeny
    St. Peters
Petrolite Corporation
Plarad Tools
Procter & Gamble
St. Louis Cold Drawn Steel
Southern Equipment
Southwestern Bell Telephone
Taylor Buildings
Union Pacific Railroad
Wehrenberg Theatres
Westinghouse Electric Corporation
White Rodgers,
    Division of Emerson Electric

What has contributed to our success?

From the inception of the High Technology Training Resource Center, a Board of Consultants from industry guided the operations. A calculated position was taken to start with two or three programs, make them successful, and build from that point. Their advise served us well.

Our product is service to business and industry. We provide responsive, timely, and quality training at a reasonable cost. Our approach is directed to productivity issues of a company. We don't believe in training for training's sake. We improve skills, systems, and processes. We impact the bottom line through performance based instruction. Thus we strengthen the economic viability of the company, community, state and ultimately the employment of Missouri citizens.

Barriers

Delivery of services is not without its barriers. Services to industry places heavy demands on a traditional educational institution. Systems must be modified to meet the timelines of the private sector. Virtually all College systems must be reviewed, and many changed, to accomplish the required tasks.

Skills of coordinators and trainers for custom programs differ greatly from those necessary for on-going educational programs. It is crucial to identify staff that has both the ability and commitment to respond to the specific needs of business and industry.

Coordination of multiple organizations and communication flow presents a barrier.

Unrealistic time schedules are often requested by industry because they may not have had adequate planning opportunities.

Availability of appropriate technical resource staff has posed some of the greatest difficulties for our operation.

Positive Outcomes

The High Technology Training Resource Center and area schools have contributed to an improved image of educational institutions and have encouraged companies to participate and use other available resources. The joint ventures have allowed both parties to learn more about what each can contribute to the learning and skill development process. This process is an on-going challenge. Merely working together does not accomplish this objective.

The need for retraining has been well documented by many. Resources are limited and simply asking for more is not the answer. Our challenge is to be creative and apply a problem solving approach -- reduce duplication; share resources; improve our productivity in the delivery of instruction. And most importantly, we must measure results.

Over a year ago, the State Council on Vocational Education took a bold stance on recommending changes in vocational education. While the council provoked considerable response both positive and negative, I applaud the efforts and encourage you to continue to seek means for regionalizing services.

McDonnell Douglas Artificial Intelligence Project

The development of a computer based training program in artificial intelligence is one example of a successful joint venture between St. Louis Community College and McDonnell Douglas Corporation.

Artificial intelligence (AI) is an emerging computer technology that will not mature until the 21st Century. This technology includes robotics, vision, speech, natural language processing and knowledge systems. Of these AI areas, knowledge systems are currently the most important development target for manufacturing and service industries.

Knowledge systems are computer programs that use facts and known interrelationships to solve problems. The most powerful knowledge systems are commonly referred to as "expert systems" because they function at a level approaching that of a living expert.

Knowledge systems solve problems by using *inference* and *heuristics*. The ability to make inferences allows a knowledge system to arrive at new conclusions using known facts. Heuristics are, generally speaking, "rules-of-thumb" that experts use when solving problems. Knowledge systems use heuristics to simplify problem-solving and deal with situations in which all relevant facts are not known. The use of inference and heuristics are the primary ways in which knowledge systems differ from traditional computer programs.

Rationale for the AI Program

Artificial intelligence is a new technology McDonnell Douglas needs to integrate into their organization. AI is considered necessary if McDonnell Douglas is to retain a competitive position in their marketplace.

The program will build a foundation that will enable McDonnell Douglas to exploit artificial intelligence technology and applications as they become available.

McDonnell Douglas has a commitment to retraining instead of replacing staff.

Development and Delivery Strategies

The strategy for the AI program is to develop a delivery system that is easily reproduced at multiple sites, with each site having a consistently high quality of instruction. These criteria, at the same time, also make this advanced technology available for use in cooperative training programs by St. Louis Community College and other educational institutions.

Very few trainers and subject matter experts are available in this field, especially those with practical experience. Computer based training (CBT), was selected as the most appropriate delivery method as the advantages of the method most suited the actual training needs.

Computer based training functions best with the following combination of factors:

1. Limited availability of instructors or trainers.
2. Course is skill related, not theoretical.
3. Course must be delivered to a large number of students.
4. Training available "on demand," consistent with individual needs and schedules.
5. Assurance that all students receive the same instructional content.
6. Well-defined training content.

Audience

The curriculum addresses the needs of any person with a secondary or higher education who is interested in artificial intelligence or who will be involved in developing or using artificial intelligence programs. The target audience includes:

managers	professionals
technicians	community college students

The total curriculum will require from 30 to 40 hours to complete. (The overview course can be completed in less than 6 hours.)

Program Content

Artificial Intelligence Overview: Surveys important artificial intelligence concepts, problems and terminology with an emphasis on knowledge systems (expert systems). This course is targeted toward people with little or no knowledge of computer programming or artificial intelligence.

Knowledge Representation: Explains problems in representing knowledge so that AI programs can use it, explores common knowledge representation schemes and teaches skills for structuring a knowledge base according to the two most practical representation schemes currently in use.

Project and Tool Selection: Surveys the problems of defining project scope, explains the strengths and weaknesses of currently used AI application shells and languages in relation to specific types of AI problems, and provides skills for selecting the most appropriate language or shell for solving specific problems.

Knowledge Acquisition: Develops skills for interviewing experts, identifying problem-solving strategies and heuristics used by a particular expert, and organizing the expert's knowledge so that it can be used effectively in a knowledge system.

Project Management and Prototyping: Develops skills for constructing a prototype systems and refining them until they perform according to requirements.

Funding

The development of a curriculum of this magnitude necessitates multiple funding sources. The efforts of multiple organizations are also required to locate and provide the specialized resources needed for this type of development.

Department of Elementary and Secondary Education
Division of Job Training and Development
McDonnell Douglas Corporation
St. Louis Community College

Program Summaries

The following selected summaries have been included to illustrate the scope and complexities of our cooperative ventures with local business and industry.

Westinghouse Electric Corporation
Power and Equipment Division
Transformer and Service Plant

The Training Resource Center has developed a training series that covers all the medium power electrical transformer repair and manufacturing processes for the St. Louis Electrical Transformer facility. The current programs are: *Welding Techniques and Theory*, *Winding Floor Training*, and *Main Aisle Assembly Core/Coil Operations*. The completed programs for this year are: microcomputer training (*Introduction to Microcomputers*, *Fundamentals of Lotus 1-2-3*, *Data Base Management with dBASE III Plus*, and *dBASE III Plus Programming Techniques*), *Inspection and Measurement*, *Core Building*, and *Instrument Usage*.

The objective of this training is to allow current employees to sharpen their skills and transformer repair knowledge, so that a continuance of hiring of additional new personnel could begin. To justify additional staffing, performance based upon training was measured and charted, so that the management of the facility could request additional funding from the corporate headquarters in Foster Plaza, Pennsylvania, to add to the existing 150 employees.

The basis for the performance evaluation was the final test procedures all transformers are given before release to the customer. The percentage of failed units as compared to units shipped for 1987 was only 3%, with all but two of those failed units being minor problems in the manufacturing process. The coil winding department, throughout the entire 1987 year, maintained a **0% failure rate** for coils wound. The management at the facility view that the factors that lead to such a successful production year are directly related to the on going Missouri Customized Training project.

The success of the Westinghouse training project has lead to the Corporate decision to hire between 60 to 65 additional new employees at the facility for the 1988 year. To date there have been 18 newly hired workers at the facility and additional hiring continues.

FormStore Incorporated

FormStore has experienced production quality problems with their line of specialty paper and custom card applications produced for the service industry. The training areas targeted for the program cover: the set up of three types of machines now in production use; management/supervisory instruction; and a sales overview for continued shop production.

The Training Resource Center introduced a special "Just in Time" video tape and discussion in the production shop, and the results have lead to a rearrangement of shop operations and a 30% production increase for a previously sluggish form application area. The production personnel also have been given a structured format of expected and anticipated qualifications for each area of production. These formats have lead to a better understanding and cooperation of worker and management in a former atmosphere which lacked a recognizable framework.

The development of management/supervisory instruction is currently in process. The anticipated results of another outlined directive will give a better base and clearer objectives to allow for timely employee review and lines of communication.

St. Mary's Health Center

St. Mary's Health Center needed a teaching tool and reference for home care of the Groshong Catheter. With the assistance of the IV Therapy Department, a 22 page booklet was developed to assist in the care and use of the Groshong Catheter. It includes exact procedures on insertion of a Groshong Catheter, caring for the exit site, flushing the catheter, administering medication, changing the injection cap, and drawing blood. **DOs** and **DON'Ts** for the catheter and acquisition of supplies complete the booklet.

St. Mary's currently ask their catheter patients to read through the booklet. Using it as a teaching tool, an IV nurse thoroughly reviews each page with individual patients before they leave the hospital. A copy of *Care and Use of the Groshong Catheter* goes home with each patient as a reference.

TLC for Kids, Inc.

As preparation for a 20 hour training program, two manuals and a set of job aids were developed for TLC for Kids, Inc. The 50-page *Child Care Manual* contains basic information on caring for a child from birth to six years. Topics include feeding, bathing, discipline and teaching, immunizations, physical growth, common problems, and related issues. The *Stimulation Activities* 88 page manual lists the purpose(s), supplies, and procedures to develop gross motor, cognitive, visual/auditory, and sensory skills in infants and toddlers. Four 7" x 11" laminated job aids give *Developmental Milestones* for seven stages from birth to 24 months.

The training sessions from January 19 to January 29 will be highlighted with presentations by five local child care specialists. Their training will cover child care principles and concepts, activities, safety, discipline, and reduction of stress to avoid of child abuse. With example activities, two 4 year olds will take part in a demonstration of the dynamics of caregiver/child interaction. Two successful TLC caregivers will talk about their experiences in the home. HTTRC study guides and handouts from various agencies on child care will be given to the caregivers during the session to complement the two manuals and job aid set.

Ford Motor SPC Awareness Program

The objective of this program is to provide an understanding of Statistical Process Control and subsequently reduce the anxiety production operators experience. "*The Choice Is Excellence*" SPC series developed by the High Technology Training Resource Center will be used in classroom presentations. The system includes one to one follow-up on participants' individual data collection. Data collected will be presented to company problem solving teams and will be addressed. Participants will thus build the confidence that SPC is a means for solving problems they incur in their jobs.

Ford Motor On the Job Training Program

Crosstraining between areas will be facilitated by the development of written job procedures. At present there are no written procedures for Start-Up/Shut Down, safety, or SPC responsibilities for any of the skilled tradesmen. The development of these procedures will document the skills needed and will be used by the trainer as a training guide. Presently two committees are meeting to plan the areas and jobs to be included in the initial phase. Trainers are being identified in each area. A *Train the Trainer* workshop will be developed for the trainers identified. The initial goal is to develop a system by which skilled tradesmen will be knowledgeable about equipment in all areas of the plant. When the system is in place for the skilled tradesmen, it will be expanded to include production operators.

Procter and Gamble Manufacturing Co.

St. Louis Plant
Module/Department: Comet

Objective: Design Learning/Training packages in *Production Planning, Chemical Ordering/Delivery Schedule, Materials, Comet Mixing/Making, Material Ordering/Quality Control,* and *Interplant Case Movements.* To provide for the on-the-job training for:

Performing the routine planning for production, ordering and scheduling deliveries of chemicals and packaging materials, and analysis of material quality.
Handling/Mixing raw materials for the making process.
Using the MOD COMP and related analytical information systems for Comet making.

Results: Seven (7) of ten (10) learning/training packages completed and installed. One of five (5) Comet operators scheduled for training, completed training and qualification evaluation in *Material Handling* and *Comet Mixing/Making*.

Objective: Review work design-skill acquisition flow, and make recommendations for updating training/skill acquisition flow to department manager and team managers.

Results: Design and installed *Training Saturation Matrix* in conjunction with the work design. Design five (5) performance based job profile models for new hires, and transferees. Three transferees were hired into the department with the use of the job profile model. Designed and installed a tracking system (training/skill acquisition) for teams/training coordinators use.

Training that Works
Other Specialized Services Offered by HTTRC

Computer Based Training Program Development

The High Technology Training Resource Center can produce interactive computer based training programs for use on IBM and compatible personal computers. Programs are compiled to operate without special key disks and do not have the limitations and restrictions frequently associated with such programs.

A typical interactive program uses a modular menu-based structure. It includes several levels of branching, multiple choice or matching questions, screen graphics, and may incorporate diagnostic pre-testing. Depending on the need, a program may record information about user responses. A complete CBT package includes the program diskette, pre- and post-tests, administrator and user instructions, user workbook or worksheets, and checklists for practical exercises or skill demonstrations.

The High Technology Training Resource Center's CBT programs are usually written in *Turbo Pascal*, but can also be produced in compiled *Microsoft QuickBASIC* and *Microsoft C*. Future directions include programs operating under *Microsoft Windows* and IBM's new operating system, *OS/2*.

Instructional Design Training

Two certified trainers are available to provide workshops for people who will be developing training programs. The performance based workshop includes practice in analyzing tasks, specifying intended training outcomes, developing detailed task breakdowns, preparing instructional materials, and developing written tests and checklists for measuring terminal performance.

Train the Trainer -- Troubleshooting: A Problem-Solving Approach

Effective troubleshooting and problems solving are critical skills in today's organizations. *Train the Trainer for Troubleshooting* is a systematic approach to identifying problems and determining solutions. Two certified trainers are available to conduct train the trainer workshops. Preparing multiple trainers within an organization allows companies to implement a comprehensive training approach.

Instructional Manual Production

When a great deal of effort has gone into developing an instructor's guide or trainee manual, the final product must have a professional look. The HTTRC production staff produces quality manuals with appealing layout and design.

The High Technology Training Resource Center's *Allied Mergenthaler* digital laser typesetting system with *Superpage II* produces top quality results. When cost is an important factor, but a quality appearance is desired, *Microsoft Word* and *PageMaker* is used with a *Hewlett Packard LaserJet II.* Both systems are supported with electronic clip art and graphics software.

TRAC: Training Records Administrative Control System

TRAC (Training Records Administrative Control) is a microcomputer-based records system designed to easily manage the significant amount of data collected by college, corporate, and industrial training programs. It operates using a standard IBM XT or compatible business microcomputer. TRAC was designed to uniquely satisfy the data management needs of corporate and industrial training programs operating in conjunction with local colleges. TRAC (version 2.0) organizes the collection, examination, evaluation, and reporting of all aspects of training. Data is managed on participants, instructors, course descriptions and categories, course offerings, class and participant scheduling, enrollment and attendance, and course evaluations.

TRAC provides complete training records management for a number of the High Technology Training Resource Center's industrial training programs. Training managers have found it to be an effective means to easily and quickly track the progress of participants and training programs. Custom reports are produced by the system to "automatically" satisfy the reporting needs of the industrial client, the various state and federal funding agencies, and college requirements (such as data for registrations). Companies currently using TRAC include Ford Motor Company, Angelica, Chrysler Motors, Westinghouse, and Procter and Gamble.

TRAC increases the quality of training programs by providing a rapid-access, easy to use method of managing all training data. Efficiency is increased and labor costs are reduced through the use of the microcomputer ... no more filing, searching through files, or going through stacks of paper and forms in the effort to assemble reports of the required formats ... this is all managed by TRAC. Data accuracy is increased by automatic error checking and monitoring by the system. Any company, college or institution can obtain a demonstration copy of TRAC from the High Technology Training Resource Center or may purchase the complete $200 package for their hard disk IBM compatible microcomputer. TRAC increases the quality of the training management environment, provides a more efficient means of accomplishing training management tasks at substantially reduced human costs, and is easily installed at any training or college site.

RICHARD SCHUMACHER, Coordinator of Computer Assisted Instructions
High Technology Resource Training Center

Question: What is the most difficult part of putting some of those contracts together in terms of time and responsiveness, to be able to respond to the private sector agencies that have approached you?

Answer: In many cases we are approached when training really needed to have started already. We are always looking at very short time lines from the part of the companies and organizations approaching us. The other main problem is obtaining those particular resources that you need to actually work on the program. We found that by developing some resources, such as in-house graphics and typesetting production, helped tremendously in the turn around time of development of instructional materials. But one more pressing problem is finding qualified trainers, instructors, and subject matter experts. For instance, at the McDonnell Douglas project, we had been constantly searching to try and find people that would have the appropriate real world skills. And even with the college, other UP institutions, and McDonnell Douglas searching, the search has been very hard to find anyone even to interview.

Question: In terms of the specific kinds of programs that they need training for?

Answer: Yes. Other programs as well. There is proprietary information... many companies have subject matter experts, but they are actually running the organization. You can't pull them out of that particular area for a couple of weeks to discuss what they are doing because that operation may fall apart by pulling them out.

Question: So, actually your hardest obstacle is the warm body with the knowledge to train?

Answer: In many cases. We also have to look at measuring why they are having a particular problem. In some cases you have the aspect of the can't do and the won't do. Some things are skilled work or skilled training required. Some times it is just a behavioral phenomenon within the company that has to be worked on as well. So, we try to look at the funds that we are able to get, we try to maximize their benefits for the company. We look at the way that would be best spent to help the company.

Question: So, when a private sector corporation approaches you, you really don't have in terms of the paperwork that you need accomplished, you really don't have that much of an obstacle in getting your part of it done?

Answer: Well, there is coordination with the funding sources and we have to work with how best to approach the funding problem. What funds are available within the company to apply for, what resources the company may have or what we may have available, and then what funding sources are available such as funds available from the Department of Elementary & Secondary Education and the Division of Job Development and Training. There has been a delay on the approval sometimes on these funds and that has caused some hardship because of planning difficulties.

RICHARD SCHUMACHER, Coordinator of Computer Assisted Instructions
High Technology Resource Training Center

Question: Do you find industry willing to share information back and forth?

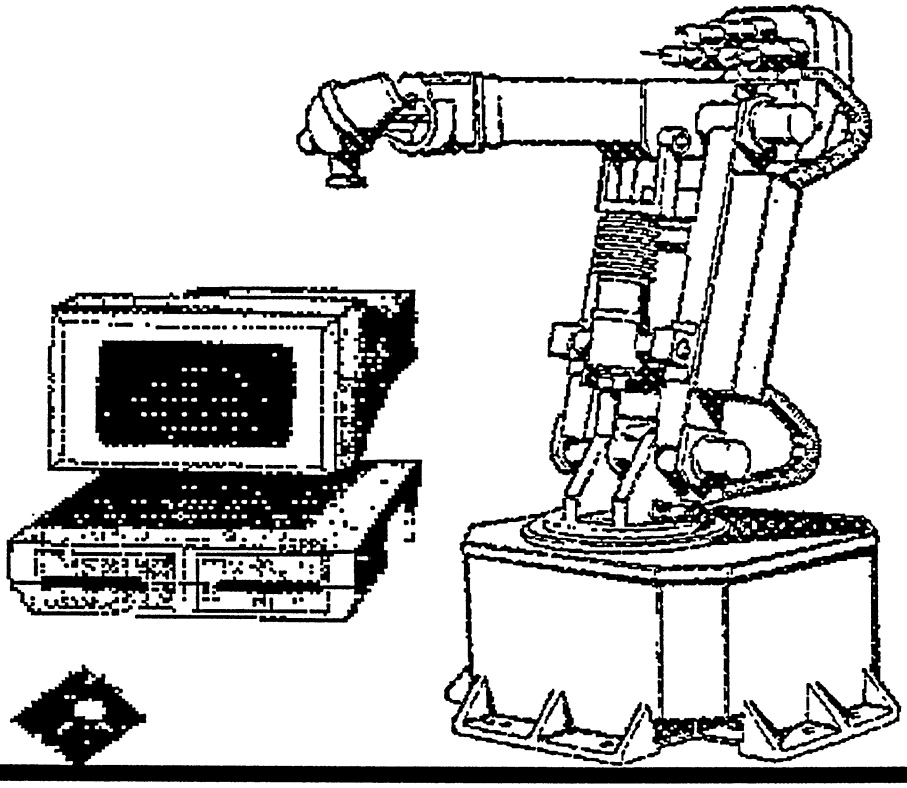
Answer: Between competitors?

Questioner: Yes.

Answer: What we do for Proctor & Gamble they don't want Lever Brothers ever seeing. However, certain development efforts such as the AI program at McDonnell Douglas could work tremendous development efforts, it was mostly developmental. And it's something that helps in community colleges where these sorts of programs don't really exist right now. It could help other companies as well who have to enter this area because of the way technology has oriented. So in many cases when we see something that could be of value for other companies, from massive projects like this to the simple project of how to run a forklift truck, we try to design those and develop them so that they can be generically moved to another company. Of course, we receive approval up front from the companies about that.

Lewis & Clark Area Vocational Technical School

PRESENTS:



The Role of Customized Training and Adult Vocational Education in Economic Development

FOR THE:

Missouri State Council on Vocational Education

PRESENTED BY:

Jerry E. Reese

Director of Adult Education & Business & Industry Training

Lewis & Clark A.V.T.S. St. Charles, Missouri

ADULT EDUCATION --CUSTOMIZED TRAINING

HOW ADULT EDUCATION AND CUSTOMIZED TRAINING WORKS IN ST. CHARLES COUNTY

THE MAIN GOAL OF OUR PROGRAM IN ST. CHARLES COUNTY IS TO SERVE ADULTS. WE DO THIS IN TWO WAYS: (1.) CUSTOMIZED TRAINING, AND (2.) ADULT EDUCATION. CUSTOMIZED TRAINING AND ADULT EDUCATION IS ECONOMIC DEVELOPMENT IN MOTION. THROUGH THESE TWO DIFFERENT PROGRAMS WE ARE ABLE TO TRAIN MISSOURI CITIZENS WITH SKILL UP-GRADE OR ASSIST THEM TO DEVELOP NEW SKILLS FOR MISSOURI BUSINESS AND INDUSTRIES.

CUSTOMIZED TRAINING

SEVERAL YEARS AGO THE STATE OF MISSOURI MADE FUNDS AVAILABLE FOR BUSINESS AND INDUSTRY TO TRAIN NEW EMPLOYEES OR UP-GRADE THE SKILLS OF THOSE PRESENTLY EMPLOYED. THESE FUNDS WERE MADE AVAILABLE TO VOCATIONAL TECHNICAL SCHOOLS OR OTHER EDUCATIONAL PROVIDERS. LEWIS AND CLARK WAS A PIONEER IN THIS ENDEAVOR AS WE WERE INVOLVED IN THE INITIAL START UP OF ONE OF THE FIRST PROGRAMS, WHICH WAS IN THE GENERAL MOTORS BOC PLANT AT WENTZVILLE, MISSOURI . WE WERE ALSO INVOLVED IN HELPING DEVELOP ONE OF THE FIRST CUSTOMIZED TRAINING PROGRAMS IN SILICON WAFER PRODUCTION, WHICH TOOK PLACE AT THE MONSANTO PLANT LOCATED IN ST. PETERS, MISSOURI.

IN ORDER FOR OUR PROGRAM TO WORK WELL IT TAKES MANY LONG HOURS OF DEVELOPING TASK ANALYSIS, ESTABLISHING PROGRAM NEEDS, AND MANY OTHER EFFECTIVE MEETINGS TO DISCOVER THE NEEDS OF INDUSTRY AS THEY TRY TO ESTABLISH THEIR TRAINING PROGRAMS. THE DEVELOPMENT OF A PROPOSAL TAKES MANY LONG AND HARD HOURS TO WRITE AND DEVELOP, AS WELL AS LONG HOURS TO MAKE CORRECTIONS OR ADDITIONS , TO BE ABLE TO MEET THE GUIDELINES SET UP BY THE STATE OF MISSOURI, OTHER GOVERNING AGENCIES, AND COMPANY POLICIES. WE ALSO, AS A PART OF THE PROJECTS , SERVE AS A RESOURCE IN HELPING TO DIRECT THE COMPANIES IN MAKING THE RIGHT DECISIONS AS THEY RESEARCH THEIR TRAINING NEEDS. WE ALSO HELP IN THE SELECTION OF INSTRUCTORS, EQUIPMENT AND OTHER ITEMS AS IDENTIFIED BY THE PROJECT.

IN THE BEGINNING ALL OF OUR FUNDING CAME FROM D.E.S.E. AND ONLY LAST YEAR DID WE RECIEVE ADDITIONAL FUNDS FROM D.J.D.T. THESE FUNDS CAME FROM SENATE BILL 628. THIS YEAR WE HAVE WORKED WITH BOTH STATE AGENCIES TO ACQUIRE FUNDING FOR OUR PROJECTS. WE HAVE, FOR THE MOST PART, BEEN ABLE TO MEET THE NEEDS OF THE COMPANIES WE WORK WITH.

ADULT EDUCATION

THE SECOND AVENUE WE USE TO SERVE ADULTS IN ST. CHARLES COUNTY IS THROUGH THE DEPARTMENT OF ELEMENTARY AND SECONDARY VOCATIONAL EDUCATION'S ADULT EDUCATION FUNDS. WE ARE CAPABLE OF SERVING SMALL COMPANIES THROUGH THIS PROGRAM AS WE CAN OFFER QUALITY EDUCATION AND TRAINING AT A REDUCED COST. MANY COMPANIES WILL PURCHASE AN ENTIRE CLASS, WHILE OTHER COMPANIES WILL STRICTLY PURCHASE SLOTS FOR EMPLOYEES. ADULT EDUCATION IS A TOOL THAT ALLOWS US TO TRAIN ADULTS EFFECTIVELY AND AT A COST THEY OR THEIR COMPANY CAN AFFORD. SOME ADULTS WILL EVEN PAY THEIR OWN WAY AS THEY RE-TRAIN OR LEARN NEW SKILLS . THIS TRAINING WILL ALLOW THEM EITHER TO ADVANCE IN THEIR PRESENT JOB OR LEARN SKILLS TO TRANSFER TO ANOTHER CAREER .

INDUSTRIES, COMPANIES, BUSINESSES OR OTHER AGENCIES SERVED THROUGH CUSTOMIZED TRAINING OR ADULT EDUCATION

GENERAL MOTORS
LANDMARK BANCSHARES
CENTRAL AREA DATA PROCESSING
CITY OF ST. PETERS, ST. CHARLES COUNTY
MISSOURI CONSERVATION DEPTARTMENT
LAKE ST. LOUIS FIRE DEPARTMENT
WOODBRIDGE
UNION ELECTRIC
CHRYSLER MOTOR COMPANY
McDONNELL DOUGLAS
MONSANTO
CONTEL
TARGET
HASCO INTERNATIONAL
VENTURE
SCHNUCKS
SOUTHWESTERN BELL
FORD MOTOR COMPANY
CLAYWEST NURSING HOME
AND OTHERS

WHY OUR PROGRAM WORKS

ONE OF THE REASONS THE PROGRAMS AT LEWIS AND CLARK ARE SO SUCCESSFUL IS THEIR WILLINGINESS TO MEET THE NEEDS OF THE COMPANIES AND INDIVIDUALS FOR TRAINING . WE ARE ALWAYS WILLING TO MEET THE NEEDS WHETHER THE CLASS IS HELD ON OUR CAMPUS OR WE HAVE TO GO TO THE SITE FOR THE DELIVERY OF THE CLASS. WE ARE ALSO WILLING TO WORK WITH OTHER AGENCIES SUCH A JTPA, PRIVATE FOUNDATIONS, THE PRIVATE SECTOR EMPLOYER, OR PUBLIC EMPLOYERS. WE WILL STRIVE TO SERVE ANY BUSINESS OR INDUSTRY OR GROUPS OF SUCH IF IT IS AT ALL POSSIBLE.

AN EXAMPLE OF OUR SERVICES OCCURED SEVERAL YEARS AGO WHEN WE HELD MATH CLASSES (PRE-SPC) FOR MONSANTO ROUND THE CLOCK FOR TWO WEEKS IN ORDER FOR THEM TO KEEP THEIR PRODUCTION LINES OPEN AND PRODUCTS MOVING . WITHOUT THIS RESPONSE THEY WOULD HAVE HAD TO CLOSE THE PLANT UNTIL THIS TRAINING WAS COMPLETED.

WE ARE ALSO ABLE TO DEVOTE TIME WHEN NEEDED TO THE DEVELOPMENT OF PROJECTS AND IN MOST CASES WE ARE ABLE TO GET A QUICK RESPONSE FROM THE STATE AS TO THE ELIGIBILITY OF THE PROJECTS AND THE LIKELYHOOD OF THEIR BEING FUNDED. IF A PROJECT DOES NOT MEET THE GUIDELINES OF THE CUSTOMIZED TRAINING CRITERIA, THEN WE CAN DEVELOP, OR POSSIBLY USE, AN ADULT EDUCATION CLASS TO MEET THESE NEEDS. WE TRY TO DO EVERYTHING IN OUR POWER TO SERVE THE NEEDS OF OUR CITIZENS.

BARRIERS THAT MUST BE FACED

1. MONEY (SET UP SEPARATE FUNDS FOR SPECIAL PROJECTS-SEE ITEM 5)

2. TIME FOR LARGE PROJECTS TO BE APPROVED.

3. STATE AGENCIES WORKING TOGETHER FOR ONE PURPOSE

4. ADULT EDUCATION FUNDS (ESPECIALLY FOR SPECIAL ADULT PROGRAMS)

5. TRAINING FUNDS SET IN THREE DIVISIONS
   A. NEW COMPANIES COMING TO MISSOURI
   B. ESTABLISHED COMPANIES CURRENTLY OPERATING IN MISSOURI
   C. ADULT EDUCATION FUNDS

SUGGESTIONS TO BE SHARED BY OTHER LOCAL AGENCIES

1. DEVELOP STATE WIDE SYSTEM FOR THE SHARING OF CURRICULUM OR OTHER PROJECT INFORMATION THAT CAN BE USED TO TRAIN MISSOURI CITIZENS.

2. ARTICULATION OF VOCATIONAL CLASSES WITH COMMUNITY COLLEGES OR OTHER EDUCATIONAL INSTITUTIONS.

3. DEVELOPMENT OF SPECIAL FUNDING THROUGH THE STATE FOR CLASSROOM TRAINING....MONEY NOT AVAILABLE TO BE USED FOR OJT.

4. COOPERATION THROUGH THE EDUCATIONAL INSTITUTIONS AS THEY WORK WITH THE PRIVATE SECTOR AND PRIVATE INDUSTRY COUNCILS. THIS WOULD ALSO MEAN THAT THE PIC COUNCILS WOULD HAVE TO WORK HAND IN HAND WITH THE EDUCATIONAL INSTITUTIONS.

5. DEVELOP ACTIVE PARTICIPATION IN LOCAL, COUNTY, STATE AND OTHER AGENCIES THAT SET REGULATIONS FOR THE PROGRAMS THAT SERVE MISSOURI CITIZENS.

6. DEVELOP ROTATING CLASS STRUCTURE TO WORK WITH JTPA AND HAVE CLASSES STARTING AT DIFFERENT TIMES IN ORDER TO SERVE THEIR CLIENTS.

CHECK-LIST OF FACTORS SUGGESTIVE OF CUSTOMIZED TRAINING AND ADULT EDUCATION IN THE STATE OF MISSOURI

LOCAL BOARD OF EDUCATION

1. LOCAL BOARD OF EDUCATION SUPPORT
2. LOCAL ADMINSTRATIVE SUPPORT
3. STRONG PHILOSOPHY OF SERVING BUSINESS AND INDUSTRY
4. STRONG PHILOSOPHY AND COMMITTMENT TO SERVING ADULTS
5. STRONG VOCATIONAL PROGRAMS AND INSTRUCTORS AT THE SECONDARY AND ADULT LEVEL
6. UNDERSTANDING OF CURRICULUM AND INSTRUCTION
7. CLEARLY DEFINED ROLES IN ADULT AND CUSTOMIZED TRAINING
8. L.E.A. STAFF TIME TO MARKET AND SUPPORT CUSTOMIZED TRAINING.
9. CLEAR UNDERSTANDING OF ECONOMIC DEVELOPMENT
10. GOOD RELATIONSHIP WITH LOCAL ECONOMIC DEVELOPMENT AGENCIES
11. FLEXIBILITY IN WORKING WITH BUSINESS AND INDUSTRY
12. ABILITY TO WORK WITH ALL TYPES OF WORKERS
13. COMMUNICATION WITH MANAGEMENT AND LABOR
14. WORKING RELATIONSHIPS WITH OTHER STATE AGENCIES, LOCAL ECOMONIC DEVELOPMENT AND EDUCATIONAL LEADERS
15. GOOD COMMUNICATION SKILLS

STATE LEVEL

1. SUPPORT STATE BOARD OF EDUCATION
2. SUPPORT FROM TOP ADMINSTRATION
3. SUPPORT FROM LOCAL EDUCATION AGENCIES
4. SUPPORT FROM LEGISLATIVE LEADERS
5. SUPPORT FROM STATE VOCATIONAL DIVISIONS

ATTACHMENTS:

LETTERS FROM TWO COMPANIES WE HAVE WORKED WITH:

1. LANDMARK BANCSHARES
2. MONSANTO ELECTRONIC MATERIALS COMPANY

Landmark Bancshares Corporation

Human Resources Department
323 Northwest Plaza
PO Box 1097
St Ann, Missouri 63074
(314) 298-7560

January 19, 1988

Mr. Jerry Reese
Director, Adult Education
Lewis & Clark Technical School
2400 Zumbehl Road
St. Charles, MO 63301

Dear Jerry:

Thank you very much for your assistance in delivering training and development programs to Landmark Bancshares.

Through the Adult Education program at Lewis and Clark Technical School, we have been able to implement training that would otherwise have been impossible. Landmark's growth had outpaced its resources to deliver timely, cost-effective training. With your help, we have now been able to offer the kind of bank-specific training necessary for increased productivity and high performance.

Rates aside, the reason customers come to a bank and stay with a bank is due to knowledgeable, helpful employees. Your Adult Education assistance to private industry has helped us to provide critical product and customer service training. In addition to the enhanced customer relationships we have already begun to experience, we have enjoyed increasing job performance and satisfaction from our employees.

A review of the performance of the Teller Training program in 1987 indicated that trained tellers consistently outperformed non-trained tellers; they stayed longer than the non-trained teller and if they left Landmark, the trained teller resigned versus the non-trained tellers who were terminated.

The benefits of training programs like these to the bank, its customers and employees are due to the assistance your Adult Education program has provided. Senior Management is aware of and is very appreciative of Lewis and Clark's assistance to our own Training & Development department. I speak for all of us when I say thank you. I sincerely hope that the Adult Education program and services to private industry is continued.

Sincerely,

Edie Hutton

Edie Hutton
Assistant Vice President
Director, Training & Development

Monsanto
ELECTRONIC MATERIALS COMPANY

March 2, 1987

Mr. Jerry Reese
Lewis & Clark Technical School
2400 Zumbehl
St. Charles, MO. 63301

Dear Jerry;

I wanted to take the opportunity to let you know that our efforts in training at St. Peters are paying dividends. Our plant recently hosted a team of auditors from one of our major customers. The customer is a well known manufacturer of electronic devices and is headquartered in Silicon Valley with facilities throughout the world. They came to our plant to audit our silicon wafer operations, with particular emphasis on process documentation and operator knowledge. The audit was an unqualified success. In the wrap-up meeting after the audit they cited the quality of documentation and the depth of training as being outstanding. They were most impressed with the progress which has been made in these areas since their last visit, 8 months ago. This kind of response would not have been possible without the support provided by you through the customized training program. As we battle to improve our position in the world silicon market, no factor has a greater impact on our ability to execute than the knowledge and skills of our workforce. Your assistance in our effort to continually improve is greatly appreciated.

Sincerely,

Craig Sanguinet

Craig Sanguinet

lh

Post Office Box 8
St. Peters, Missouri 63376
314 272 6281

JERRY E. REESE, Director of Adult Education
Lewis & Clark Technical School

Question: Who initiates this going out...the initiation of this, does that come from education doing it or does it come from industry doing it...for the different things you have going on?

Answer: Well, I do a lot of that. I'm allowed the time to do that and we do that. We call on institutions. We have built up a reputation of...if Pasco International calls me and says we have 7 secretaries that need word processing skills, we get on the phone and call somebody else that we know also has these people and we say that we need 10 people to have a class. So, we contact the companies. The same way with the customized training projects. We go out and visit with the companies. We also do this through advisory boards...we have advisory boards. We spend a lot time with the CEOs of companies and talking with them about their training needs, where they are heading and what direction they would like to go. And we have a real neat program at General Motors right now that we are excited about. Not only are we excited about it, but the chairman of the Flint Division, Ed Ducham, who is over all the Buick, Oldsmobile, and Cadillac division, in which we are taking the job elements that the company has listed for each job, line job that they do throughout the plant, and we are going in and we are rewriting those in competency based form plus in the main area that they have targeted in the plant where there are problems in the electrical systems, we are going to go through that plant in its entirety with the electrical to begin with and follow that through with the use of job descriptions and job aid, try to develop and improve the quality of the cars that come off the line. We are kind of excited about that. But we do, we are able to market to the community. We have a good reputation we feel because we have delivered good strong programs.

LOCAL ADVISORY COMMITTEE AND BOOSTER CLUB AT JHS

presented to

State Council on Vocational Education

January 22, 1988

prepared by

Wilma Wilcoxson, Chairperson
Business Education Department
Jackson High School

LOCAL ADVISORY COMMITTEE AND BOOSTER CLUB AT JHS

The continued growth and success of the Business program at Jackson High School may be attributed to numerous factors. Two of these are the very active Business Advisory Committee and the Business Boosters Club. How these and other factors have affected the program and enrollment in the Business Department at Jackson will be included in the following report.

Business Advisory Committee

Jackson High School has had a Business Advisory Committee, on paper at least, for many, many years. When I assumed the department chairmanship, I found that the group was inactive except for being called upon occasionally for such events as our North Central evaluations. Upon checking the Committee list, I noted that some of the members had moved or retired.

With the state guidelines for forming advisory committees in mind, I began selecting individuals for a new Business Advisory Committee who were active in their support of the school and especially the Business programs of the school. Most of the persons whom I selected were employers of the Cooperative Office Occupations Program students, whom I supervise.

The original committee was composed of the following:

A Certified Public Accountant (also a COOP employer)
A Bank President (COOP students were employed at his bank)

A Vice President of a local corporation (and COOP supervisor)
A Bank Executive Secretary (a graduate of the local program and former COOP student, also a COOP trainee supervisor)
An independent businessperson operating her own retail establishment

Meetings were held regularly, at least twice a year. These meetings were generally held in the fall and again in the spring. This particular group of individuals provided excellent feedback on the expectations of the community regarding the knowledge and skills of students graduating from the business programs. The group also provided valuable input regarding new course offerings or revisions or deletions of existing offerings.

Not only did the active advisory committee assist with the academic area of the Business Department, but also provided an excellent opportunity for extablishing and extending the involvement of the community in the high school program.

The Business Advisory Committee continues to be a viable and valuable support group for the Business Department. Members of the group are willing to provide programs for the Business classes or secure speakers for the classes. They are always willing to assist with such activities as judging at the District Leadership Conference of the Future Business Leaders of America. They are quick to tell others in the community about their involvement with the Business programs, which provides excellent publicity and promotes good public relations.

At the spring banquet of the Future Leaders of America each May, one person from the community is selected by the membership to be an Honorary FBLA member. Many of the members of the Business Advisory

Committee have been recognized for this honor, which gives them some recognition for and appreciation of their work.

Business Boosters Club

The Business Boosters Club was started by the Business Advisory Committee with the initial goal of assisting with the funding of the activities of the Jackson Chapter of the Future Business Leaders of America. Specifically, the funding would assist the members in attending the National Leadership Conference, which was no longer financed by the school. The other goal was to provide a scholarship for a graduating senior who was a member of the Future Business Leaders of America. The Business Boosters Club members could also assist with school activities, such as speaking to classes or assisting with judging at the FBLA District Leadership Conference.

The first step in initiating the formation of the Business Boosters Club was to secure administrative approval. At the same time, work on a constitution and bylaws for the new organization was begun. The constitution and bylaws of the Band Boosters Club and the Benchwarmers (athletic) Club were secured to use as guidelines. From that, the constitution and bylaws of the Business Boosters Club were developed. These were presented to the administration, who approved the formation of the group.

Probably the greatest difficulty (if considered that) in getting the Business Boosters Club started was making the initial contacts. The Business Advisory Committee members decided that the membership campaign would be more successful if all contacts were made with individual

visits. This proved to be a very time-consuming effort. However, the initial drive was successful, as the first year membership dues totaled over $1,000. Subsequent memberships have been obtained by mailings to the membership of the previous year. New members continue to be obtained by individual contacts.

Following some of the initial contacts, one or two or the persons in the business community who had been contacted called the administrator to check to see if the group was legitimate. They were assured that it was. In fact, some of the administrators and board of education members joined the Business Boosters Club.

Any interested person or organization may join the Business Boosters Club. Annual membership dues are catagorized as follows:

Individual (non business)	$ 10
Booster	$ 25
Sponsor	$ 50
Patron	$100
Benefactor	$200

Although the categories of Booster, Sponsor, Patron, and Benefactor are primarily for businesses or organizations, many individuals have chosen to participate by joining in these categories. A membership form is included at the back of this report.

In addition to the direct financial support through memberships, two of the booster members sponsor breakfasts at two of the regular FBLA meetings and provide speakers for those meetings. Other booster members assist in providing supplies for or allowing discounts on supplies needed for various Chapter activities.

To keep the Business Boosters Members informed of the Business Department activities, the executive committee requested that the Booster members receive a newsletter periodically throughout the school year. This has proved to be an additional excellent tool in further involving the business community in the school activities and gaining further support. A copy of one of the newsletters is included at the back of this report.

Other Contributing Factors

Although the Business Advisory Committee and the Business Boosters Club have contributed to the continued growth and success of the Business Department at Jackson High School, there are many other important factors that must also be considered.

Business Faculty. Without the enthusiasm and cooperation of the six members of the Business faculty at Jackson High School, the program would not have continued to grow over the years. The Vocational Clerical program can only be as successful as the basic classes which provide the background information and training. Over the years, the members of the Business faculty have cooperated to upgrade the existing program and integrate new ideas and technology into the existing curriculum.

Equipment: At the present time, the beginning typewriting students are trained on all electronic typewriters. The students enrolled in Accounting I complete a computer simulation each of the last three quarters. Students in Accounting II complete numerous advanced projects on the computer. Students in Modern Office Technology (vocational

clerical practice) receive training on electronic typewriters (memory) and electronic calculators as well as extensive work on the microcomputer in word processing, data base, and spreadsheet.

Future Business Leaders of America: In the fall of 1979, the Jackson Chapter of the Future Business Leaders of America was organized. Since then, the chapter has grown and has a present membership of 125. During the years since the chapter was organized, there have been numerous district winners in competitive events, two district presidents, and other district officers. Nearly every year, the chapter has had one or more state winners and have placed in the top ten at the National Leadership Conference in such events as Entrepreneurship, Stenographer I, and Impromptu Speaking. Each year the chapter has earned the Gold Seal Award of Merit, which is given for outstanding local activities.

The successful activities of the Jackson Chapter of the Future Business Leaders of America has done much to attract students to the business program, since students must be enrolled in a business class in order to belong to FBLA. These activities have also provided good publicity for the individual students and for the Business Department as a whole.

Cooperative Office Occupations Program (COOP)

The Cooperative Office Occupations Program was established fifteen years ago at Jackson High School. From a small beginning of only eight students, the program has grown to an average placement of twenty or more students per year. This excellent vocational program provides

valuable work experience for students enrolled in the Modern Office Technology classes. Upon graduation, some students are offered full-time employment with their training firm. Other students retain their part-time job while attending college at Southeast Missouri State University. Many of the COOP employers, however, offer permanent training stations and accept a new student-trainee each school year. The quality of the students who enroll in this program has insured its continued success. Rarely do I have search for new training stations for the student workers. The quality of the students' work has been advertisement enough that employers call the school seeking to enroll in the program.

Not only does the COOP program offer excellent training for students in addition to that provided in the classroom, but also provides another link between the school and the business community.

Conclusion

The Business Department enrollment at Jackson High School has increased slightly in years when the general school enrollment has decreased. In years when the general school enrollment has increased, the Business Department enrollment has increased at a greater percent. The strong support of both the Business Advisory Committee and the Business Boosters Club have been two important factors in this continuing increase in enrollment in the Business Department and specifically in the Vocational Modern Office Technology Classes, at Jackson High School.

TESTIMONY

TO

STATE COUNCIL ON VOCATIONAL EDUCATION

"VOCATIONAL EDUCATION - TRAINING/RETRAINING
AND ECONOMIC DEVELOPMENT IN MARYVILLE

Paul Coffman, Director
Northwest Missouri Area Vocational Technical School
1515 South Munn
Maryville, MO 64468

Northwest Missouri Area Technical School
Economic Development Activities

Introduction -

The philosophy and commitment of the Northwest Missouri Area Technical School is to economic development for Northwest Missouri. Because of that commitment and belief, a great deal of staff time and energy is spent to help make economic development a reality. The school's program offerings, during the day and after school hours, is designed in cooperation with and input from business and industry. In addition, we take into account the demand and manpower needs of local industries in developing and continuing training programs.

Training Program Process

A great deal of agency coordination and joint cooperative effort has been a factor to the success experienced. It is essential that agency personnel and groups providing supportive services and training to business and industry be aware of what each other can offer; this includes funding, client regulations, course offerings, supportive services, etc. It is also important to have a well developed referral system between agencies so the client can get the services needed quickly, timely, without confusion, without being over-whelmed, and in an organized manner. Being contacted by three or more different groups providing the same or different services often causes confusion and industrial plant managers run away from services needed. One agency needs to be the contact person charged with explaining the opportunities and services of all and then refer to appropriate agency(s) as needs are identified. This process eliminates duplication of effort, time, personnel and expense for all.

As a result of the above discussed process, the industrial plants of Northwest Missouri now have quality training programs which retrain and/or upgrade employees technological advancements in manufacturing. Currently, all plants in the five county area are expanding facilities and adding new employees, or just adding new employees. Needless to say, this type of activity is an economic boost to the respective communities. We feel this positive position is due,

in part, to the quality training programs which enable more efficient production using improved technology, better trained employees, and expanded supportive services available to industries through cooperating agencies such as: screening and selection of potential employees, reimbursed salaries while in training and counseling. Dollars saved on these services have allowed small industries to invest in building expansion and/or equipment upgrade.

We began the customized training project forming an Industrial Advisory Committee composed of representatives from each plant. We tried to get representation from management, supervisors and production personnel. Their assigned task was to give direction to the project and guide us in class offerings.

The customized training program began with a joint meeting of all agency personnel to discuss programs, services, regulations and resources available from each agency. A definite turf protection attitude was evident and some resistance to sharing information and/or referal was expressed. However, after much discussion, it became apparent we all had a common goal - to improve the economic status of our part of the state and especially the communities hard hit by the agriculture crunch. Agreements were made for referral and a plan of action was developed.

A third step was to make contact with each plant manager and personnel director to explain the customized training concept, inform them of available services and potential course offerings. A second meeting was scheduled to discuss potential training, after each plant had time to internally discuss their needs. At the second meeting, the assessed needs were prioritized and a long range plan developed. Necessary paperwork was completed for State and Federal funding by the vocational staff and submitted to the Department of Elementary and Secondary Education and DJDT for funding. Appropriate agencies were then contacted to provide the supportive services needed.

A meeting was scheduled with the Maryville Industrial Development Corporation to inform them of services available to potential industries as they visited our communities. In addition, the technical school staff became a member of a resource team which meets with prospective industrial representatives as they come to Northwest Missouri studying location sites. We explain to them the educational programs and supportive services available.

Having identified training objectives, outcomes and priorities desired, the respective industrial representatives and the technical school staff formalize the curriculum to be taught, identified competencies for mastery and selected instructors. The programs were then set in motion as soon as funding approval was received (if appropriate) from the state department.

On-site supervision by the technical school administration and/or the agency personnel is essential for the training program to proceed smoothly. By making visits to the plants on a regular basis, one can observe the training process, determine the degree of competence being achieved, identify potential problems and evaluate the total process.

In the evaluation phase, care must be made to determine if training objectives were reached, student input evaluated and necessary paperwork/reports completed. We have found the initial program so well received by plant personnel and employees that the demand for additional training is growing and long range planning and implementation is necessary. A simple brochure has been developed by the technical school to help market the training programs and inform the business and industries of supportive services available.

Successes

1. We are experiencing the lowest unemployment rate of any county in Missouri - 3.2%. This in part, is due to a better trained/retrained work force, reducing layoffs as new production methods are implemented, while increasing productivity and profits.
2. Attraction of new industries to our area due to available labor-force, educational opportunities and supportive services provided.
3. Two counties now have an improved industrial base for school tax revenue, increased purchasing power for its citizens because of higher employment and in turn, the multiplier effect of roll-over on the greater spending power.
4. Strengthening and establishment of partnership between business/industry and education, resulting in improved curriculum, equipment donations and a pool program of resource personnel available to the schools instructional program.

5. Cooperative effort on part of all agencies, school and industries for greater economic development.
6. Small industries in rural areas now have available to them training programs long needed at a price they can afford.

We believe the above named success were due to:

1. A coordinated corporate effort by all local agencies and an improved understanding of how each should be involved in economic development.
2. Personal contact with industrial personnel, by the Vocational School Director and Adult Community Education Coordinator, to explain potential training programs and agency supportive services available.
3. Well developed training plans which included: assessment of training need, well defined goals, objectives and training out-comes, prioritized training needs, identified plan for implementation, and process for evaluation.
4. Development of proposed curriculum and selection of quality instructors.
5. Continuous supervision and assistance by vocational staff.
6. Cooperation and help from State Department of Education, DJDT, local agencies, technical school and industry personnel.

Barriers

We have experienced three basic problems during the past three years while we have been involved in customized training.

1. Slow notification/decision for approval on the part of DJDT. This has made planning difficult and created undue stress for the industries involved.
2. Shortage of funding to meet the demand for training. This shortage will be magnified in the next few months as the demand grows due to increased awareness on the part of business and industry of available services and/or training.
3. Enough staff time to make industry contacts, do the development of training plans, complete applications and do required paperwork, and provide necessary supervision.

Suggestions

We offer the following suggestions and/or recommendations for developing a

successful training/retraining - Economic Development program:

1. The vocational school staff should take a leadership role in coordinating local effort available for economic development activities in the local community.. This would involve active membership in the local Chamber of Commerce, meet with the Economic Development Committees and know local plant managers on a first name basis.
2. Make personal contact with plant personnel and know what happens inside the plant walls. Get industry involved in the school, curriculum training process and employment of graduates.
3. Do a meticulous job of plannning, instructor selection, curriculum development and supervision to insure the program is successful.
4. Public relations must be a constant ingredient.
5. Be flexible and willing to do what ever is necessary to make it happen.

Vocational technical education is economic development and is a key to economic growth in the local communities of Missouri. The vocational director, is an instructional leader, is key to allowing/making it happen.

PAUL COFFMAN, Director
Northwest Missouri Area Vocational-Technical School

Question: Do you work with Northwest Missouri State University at all?

Answer: We have used several of their people for instructors. For example, we have a Lotus 1-2-3 program that is just going wild right now. And we have a person from the University that is teaching the program. We had to do a lot of in-service with that person. We had to have her come out and sit down with the industries themselves so she would understand what they wanted and how they wanted it and get it out of the academic realm. Our University is a four year institution and the basic thrust that I see it going is liberal arts. I see the technical programs disappearing. As that happens, there are less and less services available to the business and industry in the local community as I see it. But yes, we do try to use their people. We have used several of the industrial technology instructors at the University to teach some of our technical programs. But the problems have been unique enough, you know, they can't tell you the specifics of how to operate a machine that is produced in Germany. You know, that kind of thing. Especially when the instructions come in in German. That was one of the barriers we encountered that I didn't mention.

LINN TECHNICAL COLLEGE:
FOUNDATION AND ADVISORY COMMITTEE

A
REPORT PREPARED FOR:

MS. CORA THOMPSON, CHAIRPERSON
DON CLAYCOMB, EXECUTIVE DIRECTOR
MISSOURI STATE COUNCIL
ON
VOCATIONAL EDUCATION

PREPARED BY:

STEVEN BRECKON, ED.D
PRESIDENT
LINN TECHNICAL COLLEGE

PRESENTATION DATE:

JANUARY 22, 1988

THE FOUNDATION FOR LINN TECHNICAL COLLEGE

The Foundation for Linn Technical College is a 15-member private not-for-profit corporation designed to assist with obtaining and allocating private contributions for Linn Technical College. Founded in 1983, the Foundation is composed of civic leaders from Linn, Jefferson City and St. Louis. These individuals were selected for their leadership, prominence and committment to the mission of Linn Technical College. Control of the Foundation and its assets is firmly vested in the non-institutional directorship. A total of four College administrators and faculty members serve on the Foundation. This group provides leadership and continuity for Foundation activities.

The Foundation's major function is soliciting contributions. As you would expect, this has been a growing process. In 1983, the first year of the Foundations existence, $7024 was raised. In 1984, the total was $31700. 1985 contributions came to $33059. And 1986 donations totaled $57560. These funds can be utilized to supplement institutional funds and are used primarily for the purchase of equipment. Traditionally, the State will match equipment funds on a dollar for dollar basis. This structure effectively doubles the impact of Foundation funds.

Beyond this, hundreds of thousands of dollars of in-kind contributions have been received. These vary from donations of automotive engines, electronic equipment and office furniture to significant donations such as classic cars, original art or $150,000 worth of CAD (computer assisted drafting) software.

The Foundation holds one informal and two formal meetings a year. At these sessions, members provide insight and guidance regarding fund-raising policies and concerns. They set goals and provide management assistance. They are the College's sounding board in its search for private contributions.

Once contributions have been raised, the group hears requests from faculty members of Linn Technical College departments for equipment and other needs. Policy decisions are then made regarding how funds should be allocated. Each year, the group has the final approval over thousands of dollars in private funds. Through these activities the Foundation is fulfilling its purpose to "broaden the base of the College's support, to lend prestige to fund-raising efforts and to communicate to the public, the College's responsiveness to local needs".

The Foundation works to the ultimate benefit of Linn Technical College. Key to this success is the quality of the membership. To a person, the group is committed to the mission and goal of the school. Each individual has donated many hours of time to furthering the cause of the College. Great care is taken in selecting these individuals and every effort is made to retain good members once they are selected.

The initial problem the Foundation has faced is developing credibility. With the faculty, students and community, the group has faced the situation of simply being new--of having no track record of performance. Gradually the Foundation has established itself as a powerful influence on the future

of Linn Technical College. Dollars speak loudly. Faculty members have come to rely on the Foundations decisions as an important source of the new equipment needed for their programs.

Linn Technical College would encourage any 2 year college and/or area vocational school to establish a private Foundation. The process is not complicated nor expensive and the benefits far outweigh any negative aspects. We would be happy to assist such schools in meeting this objective any way possible.

INDUSTRIAL ADVISORY COMMITTEE

Linn Technical College is a public two year institution located in Linn, Missouri. The College offers technical curricula in ten areas. The central mission of the institution is to provide students with the skills and attitudes required for employment by the industrial sector. A secondary mission of the school is to effectively respond to industry requests for training programs. The 90% student placement rate and a very active industry training program provides evidence of mission completion.

Without question much of the institutions success is directly attributed to a unique and active Industrial Advisory Council.

The College, since its inception in 1963, has utilized a group of advisors exterior to the institution. Prior to 1976, this group was composed of individuals representing the local area. However, this group could not provide adequate information on new and emerging technologies. In addition, the placement demographics indicated that Linn Tech students were employed nationwide.

The Advisory Council was restructured in 1976 to establish a reciprocal bridge between the institution and those industries it serves.

The major organizational features of the Advisory Council are as follows. Each curricular field selects three members from industry to serve on programmatic advisory panels. A similar group is selected to assist the College's administrative group.

Advisory Council members are typically leaders in a specific technology working for companies that are recognized as leaders in the industry. Advisory Council members represent such companies as: McDonnell Douglas, Ford Motor Company, Wang, IBM, General Motors and Union Electric. Membership is not restricted to Missouri industries. Council members have served from Texas, Illinois and Michigan. Alumni are utilized as very valuable Advisory Council members because of their unique understanding of the problems and potential of the College.

The annual program for the Advisory Council includes two formal meetings each year. The spring meeting is designed to allow Council members the opportunity to perform a comprehensive review of programs. Curricula, texts and equipment are examined in terms of relevancy to industrial requirements. Council members then make recommendations to the full advisory committee, staff and administration. All recommendations are recorded and documented.

A second meeting held in the fall provides an opportunity for the staff and administration to review the actions that have taken place in response to the Council recommendations. In addition to the formal meetings, Council members and staff often meet informally during the year to discuss curricular items.

Even though the Advisory Council members are not compensated for services, and members travel many miles to attend the meetings, attendance is always at 90% or better.

The benefits that have accrued to the College because of the Advisory Council are many and varied. The first is a dynamic, rather than static, curriculum. The information

provided to the school is translated into program offerings, text and equipment selection. Institutional inertia is avoided and programs remain current with industrial requirements.

Advisory Council members also provide assistance with student placement. Fully 20% of the student placement occurs in those industries having representatives on the Advisory Council.

Council members are also responsible for the donation of thousands of dollars in equipment, automobiles and materials to the school.

The companies who supply members to the Advisory Council have a vested interest in the success of the school. They are interested in the employment of productive personnel. They are also interested in utilizing the resources of the school for specialized training programs. The relationship must be mutually beneficial to be meaningful and effective.

The operation of the Industrial Advisory Council at Linn Technical College requires a large investment in time, effort and institutional funds. However, the return on the investment is greater: educational programs that provide students an honest opportunity for success.

Overview of the Pattonville Adolescent Parenting Program

Contact Person--Mrs. Alice Lauher, Director
Pattonville Adolescent Parenting Program
Pattonville Senior High School
2497 Creve Coeur Mill Road
Maryland Heights, MO 63043
Phone: (314) 739-0776 ex. 320

The Problem:

In February, 1984, a teenage mother at Pattonville High School came to her Home Economics teacher with a problem. How could she graduate and keep her baby?

No assistance program was available for this young mother. So her teacher, Alice Lauher, set out to design a program to help teen parents develop parenting skills and stay in school.

Mrs. Lauher was not the only person to recognize the need for this type of program. The Danforth Foundation and the Junior League were seeking schools to participate in Teen Outreach, an established nationwide educational program. And the Pattonville School System was willing to expand its curriculum to incorporate an adolescent parenting program. This important combination of civic concern and administrative willingness opened the door for the creation of the Pattonville Adolescent Parenting Program.

The initial step was to identify the students in need of assistance, namely, teenage parents. Expectant mothers were enrolled in the academic portion of the program, called Life Skills. This segment teaches basic parenting skills, prenatal care and preparation for labor and delivery.

All teenage parents who choose to participate in the program, including student fathers, are a part of a peer support group which meets weekly during the school day. The program counselor leads these sessions. In addition to academic and peer support at school, the P.A.P.P. also helps students at home. Tutors for home teaching are requested for each mother while she is still in school. The project coordinator visits the mother at home and in the hospital each week to support the mother and encourage her return to school after the baby is born. This one-on-one interaction continues until the mother resumer her courseload. Contact with the mothers is year around, even when school is not session.

A major problem in returning to school is the lack of affordable day care. P.A P P. solved the problem by providing free day care. Parents who take advantage of the day care facility must meet strict eligibility standards based on their total commitment to graduation.

The Program:

Approximately, 90 young fathers and mothers have participated in the program. Community wide, parents of the teenagers have received support from other parents who have all ready experienced the pain of a teenage pregnancy. Even recent graduates return to confer with the program coordinator about clinics, pregnancy and related matters.

The adolescent parenting program was integrated into the home economics curriculum at Pattonville during the 1984-85 school year. Local universitiee frequently utilize the program as a community health location. Comfortable working relations with local hospitals have developed over the two years the program has been in existence.

Funding for establishing the program was obtained from the Danforth Foundation. The local Kiwanis Club gave a cash gift for the purchase of capital equipment for the day care center. Assistance was sought from several sources, but the most consistent and supportive organizations were the County Health Departments and the Visiting Nurse Association.

Summary:

P.A.P.P. can be easily adopted by any school system ready to help its teenage parents. At Pattonville, last year alone, 28 girls who might otherwise have become high school dropouts, stayed in school.

Pattonville Adolescent Parenting Program

The parenting program at Pattonville has several parts. The various segments of the program are designed to meet the needs of students at different stages of their development. The program begins as soon as the pregnant girl is identified and contact has been made with the parent and the appropriate school counselor.

The component parts of the program are enumerated below. If the teenage mother intends to use the day care option in the program, she must participate in 100 % of the program, carry a full academic load, maintain a passing grade in all courses and not violate the school attendance policy.

Life Skills is a Home Economics course designed to meet the needs of the pregnant girl.

Peer Support Group is an organiztion of the girls and boys who meet weekly with the counselor assigned to the program.

Home Visits are conducted with the girls during their confinement.

Human Relations is a Home Economics class which is required for any program participant who intends to utilize the day care option.

Infant-Toddler Day Care is provided free of charge to any young mother who meets the strict guidelines for eligibility.

Individual conferences are conducted by the program director with each young parent to encourage long-term planning for education and career.

Summer Program is an attempt to retain the esprit de corps and and the desire to return to school in the fall.

Pattonville Adolescent Parenting Program

Why it works:

Administration and community are supportive of innovative programs.

Program coordinator has personality traits required to make the program successful.

A real need for the program exists.

Entire program is relevant to the teenagers' needs.

Space and personnel needs are available and inexpensive.

Program has components that make it a stable group.

Program keeps a low profile.

Local religious and civic leaders serve as resources for the program.

The Day Care facility is not located at the high school.

The Impact of Teenage Pregnancy on the Economy

The 1985, average, high school dropout (50% girls) will earn $4,000 less per year than a graduate and $200,000 less in a lifetime. 1

It costs $18,130 per year in welfare charges to support a 15 year old dropout and her child. 2

In Missouri, over $225 million is spent on public assistance to teenage mothers. 3.

For every $1.00 spent on family planning services to teenagers, approximately $3.76 is saved by the taxpayer in the next years Medicaid, AFDC, and "food stamps." 4

Drop-outs swell the ranks of welfare recipients, represent lost revenues and are disapportionately represented in crime statistics. 5

In 1995, the workforce will represent 1/6 of the U.S. population and 1/3 of that population, ages 16 - 25, will be members of a minority group. 6

A national study found that 82% of all mothers age 15 and under were children of a teen mother. 7

Among children of adolescent mothers, every additional year of education for the mother, reduced by almost 50%, the likehood that her child would be retained in grade. 8

Every child who repeats a grade costs the school system $3,000, per grade repeated. 9

In 1950 each American retiree had 17 workers to pay social security benefits. Projections for 1995 are that for every retiree there will be 3 people working and 1 will be from a minority group. 10

In the 1985-86 school year, 682,000 teenagers or 3,789 per day dropped out of school. 11

Forty percent of the time the girl drops out because she is pregnant. 12

Only fifty percent of the girls who give birth before age 18 ever return to high school and of those who do, over fifty percent will drop out again within one year. 13

Only twenty-five percent of the girls who drop out because of pregnancy, remain in school long enough to receive some kind of diploma or equivalency certificate. 14

It is estimated that a high school dropout who begins AFDC when she is a single parent will average almost ten years on welfare. 15

Teenage pregnancy is the #1 family condition related to dropping out. 16

January 1988

References:

1. "Dealing With Dropouts," U. S. Department of Ed., November 1987
2. "Teenage Pregnancy," Mary McClellan, Phi Delta Kappan, June 1987
3. Two Generations at Risk, Governor's Interagency Working Group on Adolescent Pregnancy, Jannuary 1987
4. Adolescent Pregnancy, State of Missouri Family Planning Council, 1985
5. Two Generations at Risk, Governor's Interagency Working Group on Adolescent Pregnancy, January 1987
6. "Teenage Pregnancy," Mary McClellan, Phi Delta Kappan, June 1987
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8. "Teenage Pregnancy," Mary McClellan, Phi Delta Kappan, June 1987
9. Ibid.
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11. Dealing With Dropouts, U. S. Department of Education , November, 1987
12. "Drop-outs: Who and Why," Harold Hodgkinson, Independent Weekly Education Newspaper, June 6, 1986
13. "Students at Risk," Marilee C. Risk, Education Vital Signs, 1987-88
14. "Teen Pregnancy: An Issue for Schools, Phi Delta Kappan, June 1987
15. Two Generations at Risk, Governor's Interagency Working Group on Adolescent Pregnancy, January 1987
16. "Drop-outs: Who and Why," Harold Hodgkinson, Independent Weekly Education Newspaper, June 6, 1986

Pattonville Adolescent Parenting Program Compared to National Average on Teenage Pregnancy*

The comparison here is based on the 1986-87 enrollment at Pattonville Senior High School, a suburban school with a student population of 2,443. Forty-nine percent (49%) are girls and the numbers used here are based on that figure. The national averages used here are taken from Two Generations At Risk, prepared by Governor Ashcroft's taskforce, Governor's Interagency Working Group on Adolescent Pregnancy, January 1987.

Concern	National average	Pattonville average
Pregnancies	5%	3.8%
1 year repeat pregnancy	18% - 30%	3%
Third pregnancy	4%	0%
Drop-outs	50% - 80%	10%
Underweight babies	9.4%	0%
Infant mortality	18% - 20%	0%

*Two Generations at Risk, Govenor's Interagency Working Group on Adolescent Pregnancy, January 1987

Dollar Justification for the Pattonville Adolescent Parenting Program

Number of students who utilized the Day Care Option during the school year 1986-87:

4 girls have used the day care for 2 years
2 girls have used the day care for 1 year
3 girls have used the day care for a part of the year.

If we can assume that these girls are in school because of the adolescent parenting program, including the day care, then the following figures support for the program:

28 girls reemained in school
185 school days
$7.83 per student per day from state and federal funds
$40,559 received by the Pattonville School District in one year because 29 teenage mothers remained in school.

From Education Week, April 8, 1987 ,"Currently, according to the National Research Council, a teenager who has her first child at age 15, will cost taxpayers $18,130 per year, over the following 20 years." Calculate that number and decide if we can afford to drop our Pattonville Adolescent Parenting Program.

ALICE LAUHER, Instructor
Pattonville R-III High School

Question: Is the general student body aware of and supportive of the program?

Answer: Yes, very.

Question: I just feel compelled to say what I'm going to say. I think it is fantastic what you are doing and so needed, but what is being done before they get pregnant to teach them not to be in that position?

Answer: I teach human relations. I'm the sex education teacher also. I teach responsibility for sexual behavior. I teach the joys of abstinence as much as I can. I use the girls who are in the adolescent parenting program as guest speakers for my other classes and they say how hard it is, what has happened to the relationship between them and the father of the baby, what has happened to them and the relationship of their own mother and father, disappointments they have felt. And I also have someone come in from one of the local clinics and talk about contraceptives. I have established by this time pretty good rapport with a lot of the students, so I do as much as I can in referring them if they do need more help.

THE CAPE GIRARDEAU FARMER'S MARKET

ECONOMIC DEVELOPMENT AND VOCATIONAL EDUCATION

Presented to the

State Council on Vocational Education

by

Jim Welker

January 22, 1988

Vocational Education - Farmer's Market in Cape Girardeau

The Farmer's Market in Cape Girardeau was started through the joint efforts of Vocational Agriculture, University of Missouri Extension, the Missouri Department of Agriculture, and local producers in the area.

One of the first steps in organizing the market was to investigate the need. This was accomplished by having publicized meetings on farmer's markets. At the first meeting, Perry Klosner, Missouri Department of Agriculture Marketing Specialist, presented a program on how to start a market. Later meetings discussed rules and regulations, location, advertising, and starting dates. The Cape Farmer's Market organization was formed and officers were elected. Television and newspaper coverage of the meetings also helped increase awareness and participation in the planning.

The market was planned for Thursdays due to the involvement of many of the producers in other farmer's markets.

The market operated in the following manner:

1. The market manager sets up boundaries several hours prior to the starting time.
2. The producers arrive between 3:00 and 4:00 p.m. to set up their stands.
3. At 4:00 p.m. the producers start selling.
4. At 8:00 p.m. the market closes.

The market was very successful in its first year of operation. The first several markets overflowed with producers resulting in a limit being imposed of 28 vendors per market. Between 50 to 75 vendors participated in the market over the five month period. Consumers seemed to like the idea of buying directly from the producers.

There were many barriers involved in starting the market. The first was locating producers. This was accomplished by contacting members of another farmer's market. As a result there was enough produce to create a stable market. Another obstacle was obtaining a location. Businesses, property owners, and even a church were contacted but no location was found. Finally, only a few weeks before the market, the owners of the Plaza Galleria parking lot agreed to rent their parking lot. One stipulation to renting the parking lot was to obtain liability insurance. We soon discovered that we did not have enough money to pay for the insurance, so we met with a local bank who agreed to make a loan for us to get started with the market.

We also soon discovered that there were many legal implications of operating a market. We contacted the City Manager, the City Health Commissioner, Division of Weights and Measures, and the State Department of Revenue to make sure that proper procedures were followed.

After the market had opened we discovered that there needed to be a system for deciding how we could limit the size of the market. We also had some members who wanted to enforce a rule on minimum prices. After discovering that minimum prices were illegal, we decided not to pusue it any further. We also found that we were running out of finances, so we had to raise our weekly stall fee.

One of the biggest obstacles in starting a farmer's market is capable leaders who are willing to invest the time to make it successful.

A main objective of starting the market was to promote fruit and vegetable production. Another objective was to provide Vocational Agriculture students with an alternative for their Supervised Occupational Experience programs. The Delta FFA did become an annual member of the market organization and produced and sold sweet corn at the market from a three acre plot that they managed. It is hoped that in the future more students can become involved in the market.

One suggestion to others starting similar programs is to contact other groups in the area that may be able to help. These groups include University of Missouri Extension, the Missouri Department of Agriculture, local City Administration, and other nearby markets. Also, include the news media where possible to inform others of what is being done.

Starting a farmer's market can be a very rewarding experience. It provides an alternative market for producers, it is a great public relations tool between consumers and producers, and it can be a motivational tool for students.

CAPE AREA FARMERS' MARKET ASSOCIATION
RULES AND REGULATIONS

1. The purpose of the Cape Area Farmers' Market is to allow the sale of home grown products and not to establish a retail produce market.

2. Hours of operation will be 4:00 p.m. to 8:00 p.m. or until produce is sold prior to 8:00 p.m. on Thursdays, May through October. Seller may pull into stalls at 3:45 but may not begin selling until 4:00. The Market will be located

3. It is the responsibility of individual sellers to maintain a clean and healthful condition within his assigned area, and to leave that area free of debris prior to quitting each market day. All products should be displayed as attractively as possible.

4. Only vendors of fresh fruit, vegetables, fresh flowers, plants and finished products that owners have produced the principle ingredient, i.e., jelly, jam, etc. made from fruit grown by seller, are eligible to participate. Any vendor wishing to sell processed products (baked goods, jams or jelly, molasses, etc.) honey, picked out nuts or any other product of this kind must follow acceptable state, local, county, and federal regulations. Live animals may not be sold at the market, but advertising the home sale of live animals is acceptable.

5. Vendors must have grown the products that they are selling or they may be a regularly employed agent for one farmer to sell products that were grown by that one farmer. Vendors may not sell products purchased from wholesale or retail sources. Violation of this rule may result in the vendor being prohibited from selling in the Farmers' Market. We must restrict the market to this basis in order to comply with state law.

6. Handcrafted items is being defined as the original handmade objects to be sold only by the original artist or crafts person. Yard sale, rummage or flea market items are strictly prohibited. The market manager reserves the right to judge and restrict the sale of the above items.

7. The daily rental fee is $5.00 per space, payable each market day to the market manager. The seasonal rental rate is $35.00, payable to the market manager. Vendors who pay a yearly fee will have first choice of location in the lot. A drawing will be held among these vendors for the choice locations. A permit will be issued yearly to members, and daily to daily vendors. A copy of the permit must be clearly displayed. Only one space per permit and only one permit per individual householdor organization shall be issued.

8. No vendor will sub-lease, sell or permit any other vendor to use his/her market stall. Stalls for daily rentals will be available on a first come first serve basis. Vendors paying the seasonal rental fee will become members of the Cape Area Farmers' Market Association. Members should notify the market manager if they will not be at the market.

9. Each vendor is to provide scales of demonstratable accuracy, display racks or tables, sacks, cahnge (money) and post prices in full view of the comsuming public. Each vendor is responsible for their own sales tax. Each vendor may set their own prices.

10. The Association will emply or select a market manager, whose duty will be to collect daily fees, assign market stalls and supervise the market. Disputes are left up to the discretion of the market manager or referred to the Cape Area Farmers' Market Committee.

11. In order to comply with the state of Missouri the following rules must be followed:

    A. Arts and Crafts sold must be made or produced by the individual selling. Only homemade items can be sold. Participants can not sell products made by other persons.

    B. A sales tax number is required and sales taxes must be collected and paid to the Missouri Department of Revenue. Periodic checks may be made.

    ** Sales tax numbers may be applied for by contacting:

    The Missouri Department of Revenue
    Registration Department
    301 West High Street
    Jefferson City, Missouri 65101
    314-751-2836

April 1987

JIM WELKER, Former Instructor
Delta R-V

Question: You're not really thinking of like alternative crops, you're thinking there of merely an adjunct to making money for people that are already into it but not alternative crops. For instance, someone who has been producing corn, soybeans and wheat, you're not thinking about them doing that, are you?

Answer: Well, actually one of the things that we saw and I got an awful lot of questions from farmers in the area that were producing traditional crops and they wanted to look into other crops that they could produce. So, I guess, really, actually, we were promoting the production of other crops in our area. I think there is a gradual progression to going into developing those markets. Farmers markets, for example, cannot handle all the production that could be done nor should it be...but I think it does show that we are capable of producing those things in our state. The problem, I think, is that we do not have the processing plants or the mechanism to market those larger quantities.

Question (audience): Has anyone on the economic side done any developmental work as to if any of the packing companies, vegetable processing plants, need more products, want to expand and put in more modern facilities, etc., etc. If they do, then maybe our economic development efforts ought to be starting to groom them a little bit and then some of the state can grow a larger food crop just as much as it does corn and beans.

Answer: I guess one of the things along that line and I agree basically with what you are saying, for example, I think that if you look at, for example, the Idaho potatoe and the Washington apple, there is no reason that Missouri cannot have those same types of products in our state if we develop that market. If we had the packing facilities, etc. and the processing plants to do that.

SUMMARY

The following is a summary of responses. It is one person's interpretation; consequently, there may be unintentional deletions and misinterpretations of intent. Page numbers referenced are in parenthesis. In some cases, a response was evidenced but not specifically mentioned; therefore, a page number is not referenced.

WHY THEIR PROGRAM WORKS

Cooperation, linkage, support, and involvement are from a multiple of sources. (5,9,13,16,38,55,58,69,71,79)

Communication is abundant. (5,10,56,58)

Limitations of parties involved are understood. (10)

Institution is service orientated and willing to meet needs of companies and individuals. (23,38)

Appropriate training site is used and supervision provided. (38,57,58)

Institution representatives devote time.
(38 direct mention, indirectly implied throughout)

Quick response on funding is received. (38)

Effective advisory committee is in place. (45,56,65)

Administrative support is evident.
(3,71 direct mention, evidence throughout)

Enthusiastic, cooperative, qualified faculty/staff. (5,58,71)

Appropriate equipment is available. (6)

Active student organization is in place. (6)

Single agency contact has been designated. (55)

Quality training is provided. (58)

The private sector is committed to the goals and mission of the school. (63)

Year around involvement by the school. (68)

Program meets a real need. (71,79)

Space and personnel needs are available and inexpensive. (71)

A low profile is maintained. (71)

BARRIERS THEY HAVE OVERCOME OR STILL FACE

Heavy demand placed on a traditional educational institution by service to industry. (24)

Coordination and communication among multiple organizations. (24)

Unrealistic time schedules. (24)

Availability of appropriate resource staff. (24)

Source of specialized funds. (39,58)

Timely funding approval. (39,58)

State agencies working together for one purpose. (39)

Turf. (56)

Time of staff and leaders. (58,80)

Credibility and acceptance of something new. (15,63)

SUGGESTIONS THAT COULD BE USED BY OTHERS OR TO IMPROVE OVERALL SERVICE

Modify system to meet the timeliness of the private sector. (24)

Identify staff with both the ability and commitment to respond to the needs of business and industry. (24)

Develop state wide system for sharing of curriculum and other information. (39)

Articulate classes among various educational institutions. (39)

Develop specialized sources of funding. (39)

Encourage cooperation among all sources involved. (39)

Participate in the setting of regulations. (39)

Develop rotating class structure that provides flexibility. (39)

Vocational staff take a leadership role in the coordination of local economic development activities. (59)

Make contact with personnel and become knowledgeable of what goes on behind plant walls. (59)

Do a meticulous job of planning, instructor selection, curriculum development and supervision. (59)

Make public relations a constant effort. (59)

Be flexible and willing to do whatever is necessary to make it happen. (59)

Establish a foundation for local support. (64)

OTHER

There are two ways to amass financial resources or become more economically sound. One is through production or creation and the other is through saving or not spending.

Lessening the financial impact of teenage pregnancy is an example of the latter economic strategy that has significant ramifications. (72,73)

APPENDIX B

SELECTED COMPONENTS OF VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS

SELECTED COMPONENTS OF VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the extent to which criminal offenders in Missouri correctional institutions were adequately served by selected components of vocational education. Questions considered were:

1. To what extent are selected vocational education system components adequately serving criminal offenders in Missouri correctional institutions?

2. To what extent have the set asides in the Perkins Act affected services to criminal offenders in Missouri correctional institutions?

PROCEDURE: A survey interview instrument was adapted from survey instruments developed for area vocational school directors and community college deans responsible for vocational programming.

The instrument was used in an interview with Mr. Joe Hardy, Supervisor of Vocational Education, Department of Corrections, and Mr. Kenneth Bruce, Education Supervisor II, Division of Youth Services.

FINDINGS: In the opinion of Mr. Hardy, instructional personnel, equipment, programming, and curriculum usually adequately served the needs of adult criminal offenders in Missouri correctional institutions. Classed as occasionally meeting the needs were transportation (not used often), facilities, counseling, and coordination with other service providers/agencies. Employment placement was placed in the category of never adequately meeting the needs of criminal offenders in Missouri correctional institutions. Mr. Hardy believes the set asides in the Perkins Act have had a moderately positive effect on services provided adult criminal offenders in Missouri correctional institutions.

In the opinion of Mr. Bruce, counseling always adequately meets the needs of youthful criminal offenders and coordination with other service providers/agencies usually adequately meets the needs. Classed as occasionally meeting the needs were programming, curriculum, and employment placement. Never was indicated for instructional personnel, equipment, transportation, and facilities. Accounting in part for the "never" responses is that youthful offenders are incarcerated for short periods of time and, therefore, in-depth vocational programs are not attempted. Vocational education is primarily through counselor dealing with areas such as awareness, job applications, and getting along with people. According to Mr. Bruce, the set asides in the Perkins Act have had a moderately

positive effect on services rendered to youthful criminal offenders, handicapped and disadvantaged. Twenty-six percent of the youthful offenders are handicapped and one hundred percent are considered disadvantaged by Mr. Bruce. The set asides are very important to the Division of Youth Services in that they provide six percent of personnel costs.

CONCLUSIONS: Through the interview with Mr. Hardy, it was found the greatest need for criminal offenders in adult vocational programs in Missouri correctional institutions is assistance with employment placement. In the interview, Mr. Hardy indicated this type of assistance was virtually nonexistent. He went on to say it was needed not only for the sake of students but as a means to provide feedback that could be used in program improvement.

Through the interview with Mr. Bruce, it was found dollars provided through Perkins set asides have been very important in serving youthful criminal offenders in correctional institutions. Mr. Bruce hopes those dollars will continue to be provided.

Through these interviews it can be concluded the set asides in the Perkins Act have had a positive effect on vocational education for criminal offenders in correctional institutions.

VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS

1. In your opinion, to what extent do the following vocational education system components adequately serve criminal offenders in Missouri correctional institutions?

   Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

	ADULT				YOUTH			
Instructional personnel.....	A	(U)	O	N	A	U	O	(N)
Equipment.....	A	(U)	O	N	A	U	O	(N)
Transportation.....	A	U	(O)	N	A	U	O	(N)
Facilities.....	A	U	(O)	N	A	U	O	(N)
Programming.....	A	(U)	O	N	A	U	(O)	N
Curriculum.....	A	(U)	O	N	A	U	(O)	N
Counseling.....	A	U	(O)	N	(A)	U	O	N
Employment placement.....	A	U	O	(N)	A	U	(O)	N
Coordination with other service providers/agencies.....	A	U	(O)	N	A	(U)	O	N

2. In your opinion, to what extent have the set asides, in the Perkins Act affected services to criminal offenders in correctional institutions?

   Rating Scale:

Strongly Positive Effect	6
Moderately Positive Effect	5
Slightly Positive Effect	4
Slightly Negative Effect	3
Moderately Negative Effect	2
Strongly Negative Effect	1

(a) Handicapped.....	6	(5)	4	3	2	1
(b) Disadvantaged.....	6	(5)	4	3	2	1
(c) Adults in need of training and retraining.....	6	5	4	3	2	1
(d) Single parents or homemakers.....	6	5	4	3	2	1
(e) Individuals who participate in programs to eliminate sex bias and stereotyping.....	6	5	4	3	2	1
(f) Criminal offenders in correctional institutions..	6	(5)	4	3	2	1

APPENDIX C

SURVEY OF
PRIVATE INDUSTRY COUNCIL CHAIRPERSONS
ON JTPA/VOCATIONAL EDUCATION COORDINATION

SURVEY OF
PRIVATE INDUSTRY COUNCIL CHAIRPERSONS
ON JTPA/VOCATIONAL EDUCATION COORDINATION

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the coordination between vocational education and JTPA as viewed by private industry council (PIC) chairpersons. Questions considered were:

1. To what extent are local education agencies given the opportunity to provide JTPA programs and services?

2. What are examples of programs maximizing the use of both JTPA and Perkins funds?

3. What problems have been encountered in developing programs that maximize the use of both JTPA and Perkins funds?

4. To what extent are activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

5. Are there active vocational education representatives on private industry councils?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The survey was mailed to all 15 PIC chairpersons. Responses were received from 2 for a response rate of just more that 13 percent. The responses were summarized by tallying the responses checked in each category and listing other responses where appropriate.

FINDINGS: As presented on the next two pages.

CONCLUSIONS: Inferences generalized to PIC chairpersons from a response rate of 13.3 percent would have questionable validity. The responses do represent the opinions of two PIC chairpersons.

JTPA/VOCATIONAL EDUCATION COORDINATION - SURVEY QUESTIONS

A. PUBLIC EDUCATION DELIVERY SYSTEM

1. To what extent are local education agencies (LEA-secondary and postsecondary) given the opportunity to provide JTPA programs and services?

_2_ Always _____ Usually _____ Occasionally _____ Never

(a) When not used, why?

n/a

(b) Are LEAs on the mailing list for JTPA request for proposals (RFPs)?

No.

Yes.

(c) Do LEAs respond to JTPA RFPs?

No.

Yes.

2. What are examples of programs developed in your area that maximize the use of both JTPA and Perkins funds?

4-Rivers

Youth At-Risk

(a) What problems have you encountered in developing these programs?

B. LOCAL COORDINATION

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

(a)	Joint planning of JTPA funded activities.....	A	U	O	N
		1		1	
(b)	Joint planning of Perkins funded activities.....	A	U	O	N
			1	1	
(c)	Review of grants/applications for JTPA funding.....	A	U	O	N
		1		1	
(d)	Review of grants/applications for Perkins funding....	A	U	O	N
		1		1	
(e)	Cross representation on vocational advisory committees and PICs.....	A	U	O	N
			1	1	
(f)	Exchange listings of programs.....	A	U	O	N
		1		1	
(g)	Cooperative agreements.....	A	U	O	N
		1		1	
(h)	Joint discussion of problems and issues.....	A	U	O	N
		1		1	
(i)	Other (please specify)				

2. Are there active vocational education representatives on the Private Industry Councils?

2 yes _____ no

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

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J.W. Stone
Fortescue
Cora D. Thompson
Parkville
Ray Walsh
Festus

Donald M. Claycomb
Executive Director

TO: PRIVATE INDUSTRY COUNCIL CHAIRPERSONS

FROM: DONALD M. CLAYCOMB

DATE: December 19, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA.

In meeting with individuals in the Department of Elementary and Secondary Education and the Division of Job Development and Training, it was decided survey information should be a part of our process. In cooperation with those departmental entities, survey questions were developed for various populations. Questions are in the nature of opinions and therefore can be answered quickly. We welcome your input.

Topics addressed on the enclosed forms are as follows:

JTPA Performance Standards - Page 1

JTPA/Vocational Education Coordination - Pages 2 & 3

If you have any questions, please call. Please return the enclosed survey by January 4, 1989, to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989.

cc: Michael Hartmann

JTPA/VOCATIONAL EDUCATION COORDINATION - SURVEY QUESTIONS

A. PUBLIC EDUCATION DELIVERY SYSTEM

1. To what extent are local education agencies (LEA-secondary and postsecondary) given the opportunity to provide JTPA programs and services?

_____Always _____Usually _____Occasionally _____Never

(a) When not used, why?

(b) Are LEAs on the mailing list for JTPA request for proposals (RFPs)?

(c) Do LEAs respond to JTPA RFPs?

2. What are examples of programs developed in your area that maximize the use of both JTPA and Perkins funds?

(a) What problems have you encountered in developing these programs?

B. LOCAL COORDINATION

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

(a)	Joint planning of JTPA funded activities.....	A	U	O	N
(b)	Joint planning of Perkins funded activities.....	A	U	O	N
(c)	Review of grants/applications for JTPA funding.....	A	U	O	N
(d)	Review of grants/applications for Perkins funding....	A	U	O	N
(e)	Cross representation on vocational advisory committees and PICs.....	A	U	O	N
(f)	Exchange listings of programs.....	A	U	O	N
(g)	Cooperative agreements.....	A	U	O	N
(h)	Joint discussion of problems and issues.....	A	U	O	N
(i)	Other (please specify)				

2. Are there active vocational education representatives on the Private Industry Councils? _____yes _____no

APPENDIX D

SURVEY OF
PRIVATE INDUSTRY COUNCIL EDUCATIONAL REPRESENTATIVES
ON JTPA/VOCATIONAL EDUCATION COORDINATION

SURVEY OF
PRIVATE INDUSTRY COUNCIL EDUCATIONAL REPRESENTATIVES
ON JTPA/VOCATIONAL EDUCATION COORDINATION

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the coordination between vocational education and JTPA as viewed by educational representatives on private industry councils (PICs). Questions considered were:

1. To what extent are local education agencies given the opportunity to provide JTPA programs and services?

2. What are examples of programs maximizing the use of both JTPA and Perkins funds?

3. What problems have been encountered in developing programs that maximize the use of both JTPA and Perkins funds?

4. To what extent are activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

5. Are there active vocational education representatives on private industry councils?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The instrument was mailed to 33 individuals listed by the Division of Job Development and Training as educational representatives on local PICs. Responses were received from 20 of the 33 for a response rate of almost 61 percent. The responses were summarized by tallying the responses checked in each category and listing other responses where appropriate.

FINDINGS: Findings are similar to those reported in the survey of area vocational school directors and community college deans responsible for vocational programs.

CONCLUSION: Inferences generalized to PIC educational representatives from a response rate of 60.6 percent might have questionable validity; however, the responses are the opinions of more than 60 percent of the PIC educational representatives and the comments provide valuable insight into potential issues and areas of concern.

JTPA/VOCATIONAL EDUCATION COORDINATION - SURVEY QUESTIONS

A. PUBLIC EDUCATION DELIVERY SYSTEM

1. To what extent are local education agencies (LEA-secondary and postsecondary) given the opportunity to provide JTPA programs and services?

3 Always 8 Usually 8 Occasionally ____ Never

Reallocated money is not always an RFP.

(a) When not used, why?

Use existing systems.

Priority to use limited funds in areas to maximize benefits to business and industry through OJT type programs.

Dominance of the CAP agencies.

Yes.

Information to write proposals is not always available. Performance standards get in the way of busy schedules.

Only used for special projects designed by the subcontractors or occasionally for skills training.

Don't know.

By school choice.

Lack of staff and the amount of paper involved.

(b) Are LEAs on the mailing list for JTPA request for proposals (RFPs)?

Yes. (12)

I never see RFP's.

Usually.

Not to my knowledge.

No, because of the RFP there is no way a LEA could bid. You must bid on all program elements.

(c) Do LEAs respond to JTPA RFPs?

Sometimes. (3)

Not usually.

Some.

Yes. (2)

When given an opportunity.

Not usually - too much paperwork and not enough manpower to respond to these.

Not much.

Not always.

Rarely. RFP's in SDA 7 are far too comprehensive in scope to interest LEA's.

Occasionally.

Some do when informed of the RFP.

No.

Yes, very actively.

I do not always subcontract with other agencies such as MoKan & EOC.

2. What are examples of programs developed in your area that maximize the use of both JTPA and Perkins funds?

At risk youth centers.

None.

At risk youth centers for potential dropouts.

Skill training at vocational centers, community colleges.

At risk programs.

Child care, office & business.
(1) Summer school with local students who receive English credits
(2) Individual certification slots in vo tech school, post high only
(3) Perkins funds are used to provide basic skill instruction as well as many other items.

Crowder College Truck Driving School.

Project Ahead in SDA 4 provides assistance to participants utilizing both JTPA and Perkins funds.

I know of none.

Vocational ag.; COE.

Summer Program.

Skill Training.

JTPA in SDA 11 does not care to coordinate. Very low perception of vocational education by staff which is mirroring private sector attitudes.

Subcontracting with MoKan and EOC.

(a) What problems have you encountered in developing these programs?

Getting everyone to work together.

An attitude shift - JTPA has become a social welfare benefit system more than a facilitating support to train large numbers of people for employment in skilled occupations. Large amounts of money go to minimum wage/fast food/dead end job training - in central Missouri little goes into skill training. Too much money goes to administrative cost - PIC and subcontractors.

% of JTPA youth in school programs is sometimes hard to come up with.

Could stand more guidance from local PIC in preparing RFP's.

Need more JTPA money for students in 11th & 12th grades. If we could train students for the work force while they are in high school we would not have to spend so much training them after they have left the public schools.

Different guidelines - parties at the state department were not familiar with all the requirements of the other agency. JTPA vs. Carl Perkins.

Difficult to say since I'm a new PIC member.

This program (Crowder College Truck Driving School) was initially started with JTPA funding but has since become self supporting. The major problem in SDA 7 is a general lack of creativity in developing other successful programs.

Red tape.

Lack of funding for support services.

Very little cooperation between JTPA program operators and LEA's.

None.

They basically refuse to fund class size training in SDA 11.

Cannot guarantee placement of some of the referrals we have to work with. No other big problems.

B. LOCAL COORDINATION

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

		A	U	O	N
(a)	Joint planning of JTPA funded activities.....	2	5	7	5
(b)	Joint planning of Perkins funded activities.....	3	3	8	5
(c)	Review of grants/applications for JTPA funding.....	4	2	6	7
(d)	Review of grants/applications for Perkins funding....	3	2	6	8
(e)	Cross representation on vocational advisory committees and PICs.....	4	4	6	5
(f)	Exchange listings of programs.....	1	7	8	3
(g)	Cooperative agreements.....	3	10	5	1
(h)	Joint discussion of problems and issues.....	2	7	8	2

(i) Other (please specify)

Consortium of seven (7) AVTS in SDA-4.

2. Are there active vocational education representatives on the Private Industry Councils?

18 yes 1 no

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J.W. Stone
Fortescue

Cora D. Thompson
Parkville

Ray Walsh
Festus

Donald M. Claycomb
Executive Director

TO: PIC EDUCATIONAL REPRESENTATIVES

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 19, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA.

In meeting with individuals in the Department of Elementary and Secondary Education and the Division of Job Development and Training, it was decided survey information should be a part of our process. In cooperation with those departments, survey questions were developed for various populations. Questions are in the nature of opinions and, therefore, can be answered quickly. We welcome your input.

Topics addressed on the enclosed forms are as follows:

JTPA Performance Standards - Page 1

JTPA/Vocational Education Coordination - Pages 2 & 3

If you have any questions, please call. Please return the enclosed survey by January 4, 1989.

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989!

cc: Michael Hartmann
Frank Drake

JTPA/VOCATIONAL EDUCATION COORDINATION - SURVEY QUESTIONS

A. PUBLIC EDUCATION DELIVERY SYSTEM

1. To what extent are local education agencies (LEA-secondary and postsecondary) given the opportunity to provide JTPA programs and services?

_____Always _____Usually _____Occasionally _____Never

(a) When not used, why?

(b) Are LEAs on the mailing list for JTPA request for proposals (RFPs)?

(c) Do LEAs respond to JTPA RFPs?

2. What are examples of programs developed in your area that maximize the use of both JTPA and Perkins funds?

(a) What problems have you encountered in developing these programs?

B. LOCAL COORDINATION

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

(a)	Joint planning of JTPA funded activities.....	A	U	O	N
(b)	Joint planning of Perkins funded activities.....	A	U	O	N
(c)	Review of grants/applications for JTPA funding.....	A	U	O	N
(d)	Review of grants/applications for Perkins funding....	A	U	O	N
(e)	Cross representation on vocational advisory committees and PICs.....	A	U	O	N
(f)	Exchange listings of programs.....	A	U	O	N
(g)	Cooperative agreements.....	A	U	O	N
(h)	Joint discussion of problems and issues.....	A	U	O	N
(i)	Other (please specify)				

2. Are there active vocational education representatives on the Private Industry Councils? _____yes _____no

APPENDIX E

SURVEY OF
SERVICE DELIVERY AREA ADMINISTRATORS
ON JTPA/VOCATIONAL EDUCATION COORDINATION

SURVEY OF SERVICE DELIVERY AREA ADMINISTRATORS ON JTPA/VOCATIONAL EDUCATION COORDINATION

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the coordination between vocational education and JTPA as viewed by service delivery area administrators. Questions considered were:

1. To what extent are local education agencies given the opportunity to provide JTPA programs and services?

2. What are examples of programs maximizing the use of both JTPA and Perkins funds?

3. What problems have been encountered in developing programs that maximize the use of both JTPA and Perkins funds?

4. To what extent are activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

5. Are there active vocational education representatives on private industry councils?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The survey was mailed to all 15 service delivery area administrators. Responses were received from 7 of the 15 for a response rate of more than 46 percent. The responses were summarized by tallying the responses checked in each category and listing other responses where appropriate.

FINDINGS: Due to the low response rate findings are not summarized. They are found on the following pages.

CONCLUSIONS: Inferences generalized to service delivery area administrators from a response rate of 46.6 percent would have questionable validity; however, the responses are the opinions of nearly half of the SDA directors and the comments provide valuable insight into potential issues and areas of concern.

JTPA/VOCATIONAL EDUCATION COORDINATION - SURVEY QUESTIONS

A. PUBLIC EDUCATION DELIVERY SYSTEM

1. To what extent are local education agencies (LEA-secondary and postsecondary) given the opportunity to provide JTPA programs and services?

4 Always 3 Usually _____Occasionally _____Never

They participate in our in school, TOE, summer and at risk youth programs.

(a) When not used, why?

Because they are not suitable for their programs or time frames.

They aren't interested in the services desired.

They cannot provide specific training needed.

(b) Are LEAs on the mailing list for JTPA request for proposals (RFPs)?

We do not RFP.

Yes. (4)

All.

No - but they are now.

(c) Do LEAs respond to JTPA RFPs?

n/a

Yes. (2)

Occasionally.

When they are appropriate. Our coordination efforts often allow LEA's to work with PIC subcontractors as part of the unified system.

Sometimes.

Haven't in past.

2. What are examples of programs developed in your area that maximize the use of both JTPA and Perkins funds?

At risk youth program utilize funding from Perkins and JTPA.

Not aware of any programs in operation which maximize use of both.

Youth at risk - 4-Rivers Vocational Technical School, Washington, MO.

Project AHEAD - For four years we have been coordinating special programs to support single parents, homemakers & displaced homemakers.

Project Networking - Just began Jan 1, 1989. To work with 100 participants. Experimental design to create networking skills program's evaluate. We'll provide v. tapes for all SDAs to use next year.

Customized training throughout SDA.

B.E. Skills programs at 6 sites. Opening 7th soon.

CARY programs at 3 sites in SDA and 1 more where we provide participants from 2 schools.

We have a special projects grant from DOL to serve joint JTPA/Perkins clients. Additionally, strong linkages exist here between our JTPA operators and Perkins staff.

Crowder Truck Driving School - Vo-Tech schools in general.

(a) What problems have you encountered in developing these programs?

The eligibility is different for each, which provide a headache in the assessment process.

n/a

Timing has been a problem - our RFP cycle varies from Perkins.

Matching funds for LEA's are very difficult & prohibit some programs from being developed.

Lack of understanding of JTPA program regulations and effects of program adoption at the State level on local operations. CARY programs most confusing we've dealt with in years. Poorly presented to education at the local level. Left all PICs as the "bad guys" even if you supported. I'd be happy to discuss further.

None.

Have yet to encounter any real problems.

B. LOCAL COORDINATION

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

(a)	Joint planning of JTPA funded activities.....	A	U	O	N
		2	1	3	1
(b)	Joint planning of Perkins funded activities.....	A	U	O	N
			2	2	3
(c)	Review of grants/applications for JTPA funding.....	A	U	O	N
		3		2	2
(d)	Review of grants/applications for Perkins funding....	A	U	O	N
		2	1	2	2
(e)	Cross representation on vocational advisory committees and PICs.....	A	U	O	N
		1	1	4	1
(f)	Exchange listings of programs.....	A	U	O	N
		2	4	1	
(g)	Cooperative agreements.....	A	U	O	N
		2	3	2	
(h)	Joint discussion of problems and issues.....	A	U	O	N
		2		5	
(i)	Other (please specify)				

No Perkins entity has developed/implemented activities to my knowledge in this SDA, therefore, these should be not applicable (n/a) rather than "never" (n).

Local coordination is improving with the Education Linkage facet of the Governor's coordination criteria.

I am usually informed they intend to apply for funds. But no review of AE or PIC.

2. Are there active vocational education representatives on the Private Industry Councils?

7 yes _____ no

MISSOURI
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Jerry Stark
Carl Junction
J.W. Stone
Fortescue
Cora D. Thompson
Parkville
Ray Walsh
Festus

Donald M. Claycomb
Executive Director

TO: SDA ADMINISTRATORS

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 19, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA.

In meeting with individuals in the Department of Elementary and Secondary Education and the Division of Job Development and Training, it was decided survey information should be a part of our process. In cooperation with those departmental entities, survey questions were developed for various populations. Questions are in the nature of opinions and therefore can be answered quickly. We welcome your input.

Topics addressed on the enclosed forms are as follows:

JTPA Performance Standards - Page 1

JTPA/Vocational Education Coordination - Pages 2 & 3

If you have any questions, please call. Please return the enclosed survey by January 4, 1989, to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989.

cc: Michael Hartmann

JTPA/VOCATIONAL EDUCATION COORDINATION - SURVEY QUESTIONS

A. PUBLIC EDUCATION DELIVERY SYSTEM

1. To what extent are local education agencies (LEA-secondary and postsecondary) given the opportunity to provide JTPA programs and services?

_____Always _____Usually _____Occasionally _____Never

(a) When not used, why?

(b) Are LEAs on the mailing list for JTPA request for proposals (RFPs)?

(c) Do LEAs respond to JTPA RFPs?

2. What are examples of programs developed in your area that maximize the use of both JTPA and Perkins funds?

(a) What problems have you encountered in developing these programs?

B. LOCAL COORDINATION

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

(a)	Joint planning of JTPA funded activities.....	A	U	O	N
(b)	Joint planning of Perkins funded activities.....	A	U	O	N
(c)	Review of grants/applications for JTPA funding.....	A	U	O	N
(d)	Review of grants/applications for Perkins funding....	A	U	O	N
(e)	Cross representation on vocational advisory committees and PICs.....	A	U	O	N
(f)	Exchange listings of programs.....	A	U	O	N
(g)	Cooperative agreements.....	A	U	O	N
(h)	Joint discussion of problems and issues.....	A	U	O	N
(i)	Other (please specify)				

2. Are there active vocational education representatives on the Private Industry Councils? _____yes _____no

APPENDIX F

SURVEY OF
AREA VOCATIONAL SCHOOL DIRECTORS AND COMMUNITY COLLEGE DEANS
RESPONSIBLE FOR VOCATIONAL PROGRAMS
ON JTPA/VOCATIONAL/EDUCATION COORDINATION

SURVEY OF
AREA VOCATIONAL SCHOOL DIRECTORS AND COMMUNITY COLLEGE DEANS RESPONSIBLE FOR VOCATIONAL PROGRAMS ON JTPA/VOCATIONAL/EDUCATION COORDINATION

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the coordination between vocational education and JTPA as viewed by area vocational school directors and community college deans. Questions considered were:

1. To what extent are local education agencies given the opportunity to provide JTPA programs and services?

2. What are examples of programs maximizing the use of both JTPA and Perkins funds?

3. What problems have been encountered in developing programs that maximize the use of both JTPA and Perkins funds?

4. To what extent are activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

5. Are there active vocational education representatives on private industry councils?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The survey was mailed to 70 individuals. Responses were received from 57 for a response rate of 81 percent. The responses were summarized by tallying the responses checked in each category and listing other responses where appropriate.

FINDINGS: All administrators responding indicate they at least occasionally have an opportunity to provide JTPA programs and services. The percentages were 12.7 always, 45.5 usually, 41.8 occasionally, and 0 never. Twenty-nine gave reasons why they believed vocational education was not used to provide services. Five of those related to a preference to use OJT, three related to funding, several related to guidelines, and several related to the attitude of either JTPA staff or educators.

When asked if local education agencies (LEAs) are on the mailing list for JTPA requests for proposals (RFPs), 39 responded yes and only 3 responded no. Other responses related to not knowing or at least sometime. When asked if LEAs respond to JTPA RFPs, 50 individuals responded. Most responses were qualified rather than being a yes or no. Approximately 16 were negative.

When asked to list examples of programs developed in their area that maximize the use of both JTPA and Perkins funds, only six respondents indicated none. Other respondents had a total listing of 61 programs (some duplications).

Respondents listed 40 problems (some duplications) when asked to list those they had encountered in developing joint programs. Areas addressed related to paperwork, guidelines, and attitudes. On the other hand, 9 respondents either indicated no problems or made positive statements.

When asked to what extent various activities or arrangements were utilized to coordinate planning and reduce duplication at the local level, responses for each ranged from always to never. Percentages for joint planning of JTPA funded activities were 18.5 always, 25.9 usually, 44.4 occasionally, and 11.1 never. When responding to joint planning of Perkins funded activities, the percentages were 12.9 always, 29.6 usually, 35.1 occasionally, and 22.2 never. The percentages for review of grants/applications for JTPA funding were 12.7 always, 30.9 usually, 29.0 occasionally, and 27.2 never. The percentages for review of grants/applications for Perkins funding was 18.1 always, 23.6 usually, 27.2 occasionally, and 30.9 never.

Percentage responses to cross representation on vocational advisory committees and PICs was 11.1 always, 18.1 usually, 38.1 occasionally, and 30.9 never. Exchange listings of programs had percentage responses of 15.0 always, 33.9 usually, 45.4 occasionally, and 22.6 never. The percentages for cooperative agreements was 22.0 always, 36.0 usually, 36.0 occasionally, and 14.0 never. Joint discussion of problems and issues had percentages of 12.9 always, 40.7 usually, 38.8 occasionally, and 7.4 never.

Fifty-one respondents answered the question relating to whether or not there are active vocational education representatives on private industry councils. Thirty-nine or 76.4 percent indicated yes and 12 or 23.5 percent indicated no. Comments indicated a range of from none to three active vocational education representatives on the local PIC. Frustration could be seen in some comments.

CONCLUSIONS: Vocational administrators believe they at least occasionally have the opportunity to provide JTPA programs and services. Among reasons given for believing they are not given the opportunity to provide services at times are a preference for OJT, funding, not meeting guidelines, and a variety of reasons relating to attitude. Most vocational administrators respond to JTPA RFPs.

Most vocational administrators identify programs that have been developed with a joint use of JTPA and Perkins funds. Some have indicated no problems in developing these programs while others list problems such as funding, paperwork, guidelines, time, and attitude related.

The percentage of respondents reporting an activity or arrangement is never used is from 11.1 for joint planning of JTPA funded activities

to a high of 30.9 for both review of grants/applications for Perkins funding and cross representation on vocational advisory committees and PICs. This indicates there is much room for improved coordination at the local level.

An indication by more than 23 percent of the respondents that there are not active vocational education representatives on their PIC is high in light of the intent of the JTPA.

JTPA/VOCATIONAL EDUCATION COORDINATION - SURVEY QUESTIONS

A. PUBLIC EDUCATION DELIVERY SYSTEM

1. To what extent are local education agencies (LEA-secondary and postsecondary) given the opportunity to provide JTPA programs and services?

7 (12.7%) Always 25 (45.4%) Usually 23 (41.8%) Occasionally 0 (0%) Never

(a) When not used, why?

Local PIC seems opposed to classroom training. They prefer all OJT.

JTPA funds already committed.

Some directors have negative feelings about JTPA.

I have very little contact with JTPA.

Lack of money.

JTPA guidelines usually are not set up to meet the needs of the populations to be served.

Because vocational schools institutionalized training cannot guarantee immediate placement.

JTPA has a myriad of paperwork that makes it difficult to access and when it is approved, if the time lines are not met, then JTPA does not pay.

OJT.

Students may not qualify who need services, lack of funds.

They like OJT.

May not meet councils approval.

PIC's priorities are centered around industry - using OJT programs.

JTPA funds are used for on-the-job training, etc.

People choose to attend a college to receive college credit.

Too many restrictions.

Too complicated. Performance standards too high.

Lack of staff and the amount of paper involved.

Communication problems - funding.

Too many restrictions and complicated requirements.

Adult education but not secondary education.

Many diverse situations - not applicable.

LEA don't want to get involved in bidding process (RFP).

LEA are given the chance but we are a little bit shy, we don't want to step on the service delivery people toes.

Turfsmanship on both parts.

We are not open entry-open exit.

Too much restriction and paper work.

Did not participate in bid to operate services.

Requirements too tough to get people certified.

(b) Are LEAs on the mailing list for JTPA request for proposals (RFPs)?

Sometimes.

Yes. (39)

Not always.

Mostly.

No. (3)

No, if so, reach wrong persons.

No idea.

Usually.

(c) Do LEAs respond to JTPA RFPs?

Usually.

Only received one - did not respond.

Occasionally. (2)

Many are too much red tape and time consuming details.

Not usually. (3)

Yes. (15)

Somewhat.

Mostly.

Seldom.

Yes. LEAs work with JTPA when they have the facilities and staff to meet the guidelines of the particular programs proposed.

We don't - but have in the past - we have been burned on each project we participated in and therefore have opted to let others access JTPA.

No, this is due to the LEAs misunderstanding of JTPA funding.

No. (3)

Occasionally.

Yes, if possible.

Occasionally, when the goals are clearly stated and services are delineated.

Yes, Summer youth program.

I do not always subcontract with other agencies such as MoKan and EOC.

At times.

Yes, very actively.

Usually no.

Seldom.

When judged appropriate by LEA.

No, most don't.

If applicable to service area.
Yes, whenever possible.

Usually not, due to lack of personnel and time to respond.

Some.

Unknown - did have an opportunity to review RFPs.

Not much.

Sometimes.

2. What are examples of programs developed in your area that maximize the use of both JTPA and Perkins funds?

Basic skills program.

None. (6)

Project STEP.

Those that provide JTPA slots in existing vocational/adult programs.

At risk center.

Single parent and homemaker enrollees.

At risk youth center.

Project AHEAD - SP/H.

Project REACH - Dislocated farm workers.

Project VET - Veterans assistance.

ABE Summer Youth Program.

Practical nursing.

Alternate education-at risk youth.

Summer employment (students)

Disadvantage-handicapped.

Title IIB allocations.

Practical nursing.

Certified nurse aide.

Summer youth program.

Classroom skill training (dedicated training program).
Supplementary - tutoring, teacher's aides.

LPN program.

Regular Vo-tech programs.

To date, our Student-At-Risk program serving potential dropouts in the 9th and 10th grades, housed in the Poplar Bluff Area Vocational School (which includes 4 different high schools), utilizes these funds.

Perkins - personnel development, program improvement, curriculum upgrading, service to handicapped and disadvantaged and single parents and homemakers.

JTPA - none.

At risk program.

Office Tech (adults)

Customized training (solar press)

At risk.

New Directions Center at Rolla.

JTPA/ISY program.

At risk youth centers.

We have not had interest shown to enroll in a program.

ABE

Individual referrals.

Customized training.

At risk youth center.

Subcontracting with MoKan and EOC.

At risk program.

JTPA in SDA 11 does not care to coordinate. Very low perception of vocational education by staff which is mirroring private sector attitudes.

At risk youth center.
All programs. All JTPA and Perkins fund expenditures are under our administrative organization.

At-Risk (high school drop out prevention).

Summer Youth Program.

Office Automation, retail sales; welding; air conditioning; drafting; bldg. construction; programs for: BEI, displaced homemakers, sex bias; special programs for at-risk students, for example: industrial maintenance, data entry, grounds maintenance).

Project Ahead, New Perspectives.

Smart Moves Program - Single parent, displaced homemakers, sex bias, nontraditional; customized training; health service programs.

At risk youth.

Support of an individual enrolled in an existing program - provides mode of survival while pursuing educational goals.

Vocational Ed video production - recruitment.

Skill Center, ABE programs, individual referral into ongoing Vo Ed classes not offered in skill center, at risk program for 9-12 students.

At risk programs; single parent/homemaker programming.

The Single Parent Regional Center is jointly funded.

In school youth.

Single parent.

Individual certification.

Handicap and disadvantage programs.

At risk programs.

Summer youth programs - for handicapped students.

At risk.

At risk center.

Summer school; at risk; customized training; basic skill.

(a) What problems have you encountered in developing these programs?

Ability of JTPA to certify program participants.

JTPA funds already committed.

Coordinating with the SD

JTPA funds have been reduced in this SDA.

Too much is spent on the administrative and intake process of JTPA students.

Length of time necessary to receive approval of projects.

Having enough training slots and support services for these people.

My limited experience has not encountered any special problems.

Politics.

Too much paper work.

Qualification ratio unrealistic.

None. (5)

It seems that the communication and feed back from PIC members in our community are nonexistent.

Rigid guidelines that are not in the best interest of the targeted population.

Getting parental cooperation from parents when trying to verify economically disadvantaged youth.

There are a vast number of students in Southeast Missouri in which the family gross income is slightly over the guidelines for economically disadvantaged funding but yet falls below an acceptable standard. Therefore, those students in the student-at-risk category cannot be served. I wish the State would address this problem or JTPA could change their guidelines to meet the needs of those students who fall in this situation.

JTPA is afraid to get involved because it has never been done before.

None worth mentioning.

Too much paperwork.

PIC not interested.

Potential hiring of trained JTPA eligible clients.

Paperwork required by JTPA.

JTPA participants are mainly interested in OJT - they have a source of income while training on the job.

Lack of coordinated effort between JTPA and LEA.

Paperwork is staggering. Documentation and monitors take valuable administrator and counselor time.

Cannot guarantee placement of some of the referrals we have to work with. No other big problems.

Paper work and someone who knows what they are doing - JTPA.

Economic qualifications for students.

They basically refuse to fund class size training in SDA 11.

Completing proposals and follow-up paper-work/forms. Lack of specific instructions and hard to understand terminology.

Space, limited resources, non-completers who can make a program not cost effective, finding faculty (if students are not mainstreamed).

Uncertainty of funding at time of enrollment.

Restrictions on use of Perkins funds.

Actual content.

Time - (planning, organizing) money, etc.

The multi layers of approval in the agencies and lateness of notification.

Inconsistency on definitions, terms, and budget forms.

No neg. just positives.

Too much redtape involved.

Overcoming all the paper mill.

At risk - many students meet the Perkins academic guidelines but not JTPA economic guidelines.

Summer Youth - vocational and academic programs have not been exactly what they (JTPA) are looking for, consequently programs have not been approved.

Very little! Good cooperation in SDA 1.

Coordination in delivery more than development.

Determining numbers before program starts. Follow-up is very time consuming and requires a lot of effort to provide documents necessary to satisfy JTPA auditors.

B. LOCAL COORDINATION

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

(Upper figure is the number of respondents. Lower figure is the percentage.)

	A	U	O	N
(a) Joint planning of JTPA funded activities.....	10 18.5	14 25.9	24 44.4	6 11.1
(b) Joint planning of Perkins funded activities.....	7 12.9	16 29.6	19 35.1	12 22.2
(c) Review of grants/applications for JTPA funding.....	7 12.7	17 30.9	16 29.0	15 27.2
(d) Review of grants/applications for Perkins funding....	10 18.1	13 23.6	15 27.2	17 30.9
(e) Cross representation on vocational advisory committees and PICs.....	6 11.1	10 18.1	21 38.1	17 30.9
(f) Exchange listings of programs.....	8 15.0	18 33.9	15 45.4	12 22.6
(g) Cooperative agreements.....	11 22.0	18 36.0	18 36.0	7 14.0
(h) Joint discussion of problems and issues.....	7 12.9	22 40.7	21 38.8	4 7.4

(i) Other (please specify)

2. Are there active vocational education representatives on the Private Industry Councils?

39 yes 12 no

3 in SDA 4.

I really don't want anything to do with JTPA. It's poorly managed, redundant and lock stepped into too many layers of bureaucracy.

Not in our area - we have a retired superintendent who has not been active for 7 years on the PIC.

We have not had any adult interest to receive training through JTPA.

Only 2 out of twenty-six!!?

Not to my knowledge on the PIC but adequate rep. on the youth committee.

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Festus

Donald M. Claycomb
Executive Director

TO: AVTS DIRECTORS and
COMMUNITY COLLEGE DEANS

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 8, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA. We welcome your input.

In meeting with individuals in the Department of Elementary and Secondary Education and the Department of Job Development and Training (DJDT), it was decided survey information should be a part of our process. In cooperation with those departments, survey questions were developed for various populations. Questions are in the nature of opinions and estimations and, therefore, can be answered quickly.

Topics addressed on the enclosed forms are as follows:

Accessibility to vocational education - Page 1

Private sector involvement in vocational education - Page 2

JTPA performance standards - Page 3

JTPA-vocational education coordination - Pages 4 & 5

If you have any questions, please call. Please return the enclosed survey by December 23 to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989!

cc: Frank Drake
Fred Linhardt

JTPA/VOCATIONAL EDUCATION COORDINATION - SURVEY QUESTIONS

A. PUBLIC EDUCATION DELIVERY SYSTEM

1. To what extent are local education agencies (LEA-secondary and postsecondary) given the opportunity to provide JTPA programs and services?

_____Always _____Usually _____Occasionally _____Never

(a) When not used, why?

(b) Are LEAs on the mailing list for JTPA request for proposals (RFPs)?

(c) Do LEAs respond to JTPA RFPs?

2. What are examples of programs developed in your area that maximize the use of both JTPA and Perkins funds?

(a) What problems have you encountered in developing these programs?

B. LOCAL COORDINATION

1. To what extent are the following activities or arrangements utilized to coordinate planning and reduce duplication at the local level?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

(a)	Joint planning of JTPA funded activities.....	A	U	O	N
(b)	Joint planning of Perkins funded activities.....	A	U	O	N
(c)	Review of grants/applications for JTPA funding.....	A	U	O	N
(d)	Review of grants/applications for Perkins funding....	A	U	O	N
(e)	Cross representation on vocational advisory committees and PICs.....	A	U	O	N
(f)	Exchange listings of programs.....	A	U	O	N
(g)	Cooperative agreements.....	A	U	O	N
(h)	Joint discussion of problems and issues.....	A	U	O	N
(i)	Other (please specify)				

2. Are there active vocational education representatives on the Private Industry Councils? _____yes _____no

APPENDIX G

SURVEY OF
PRIVATE INDUSTRY COUNCIL MEMBERS
ON JTPA PERFORMANCE STANDARDS

SURVEY OF PRIVATE INDUSTRY COUNCIL MEMBERS ON JTPA PERFORMANCE STANDARDS

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the extent private industry council (PIC) members believe JTPA performance standards influence recruitment and service to populations most at risk. Questions considered were:

1. To what extent do performance standards influence recruitment and/or enrollment practices?

2. To what extent do performance standards hinder JTPA from serving the populations most at risk?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The survey was mailed to each of the 343 PIC members in Missouri. Responses were received from 127 for a response rate of 37 percent. The responses were summarized by tallying the responses checked in each category and listing the comments.

FINDINGS: Due to the low response rate, findings are not summarized. They are found on the following pages.

CONCLUSIONS: Inferences generalized to PIC members from a response rate of 37 percent would have questionable validity; however, the responses are the opinions of more than one-third of the PIC members. Those responding provided in-depth comments in many cases. These comments appear to reflect careful thought and much interest on the part of volunteers. They provide invaluable insight into potential issues and areas of concern.

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

25 Always 60 Usually 35 Occasionally 1 Never

Comments:

To some degree, it is appropriate, however, it appears to more often than not, negatively affect the service delivery system. A point in case is the certification process. If a person does not have the "Right" piece of paper, they are excluded from service. This population - especially the HIGH RISK group - usually do not keep up with paperwork.

Although I'm new to my PIC, we have spent a great deal of time and effort developing overall performance standards for our programs while detailed standards are being newly developed and implemented. They are currently a big part of the planning process.

In some cases the requirements are so worded that it is difficult to fit recruitment.

The more information we have, the better our decisions will be.

Performance standards influence program mix which indirectly influences recruitment and enrollment. Since the cost per entered employment is much less expensive for OJT and/or job club, SDAs elect to spend larger portions of their funds in those type program activities. This also encourages OJT in entry level type positions which do not require much training and are therefore cheaper to operate. Such activities do not help at risk populations. Allowing the attainment of youth competencies as a participant outcome contributes to the low quality of training programs funded under JTPA. There is nothing wrong with performance standards per se. They might be more meaningful if they were based on program mix rather than socio-economic characteristics such as age and ethnic origin and educational level. Guidelines for percentages of funding for OJT, Vocational Education, mixtures of education and training for example, combined with wage standards based on Specific Vocational Preparation levels might improve the quality of training. Job Club activities generate numbers but hardly contribute much in the way of training for people who need to upgrade their skills and/or education. This is training for employment, therefore, you are restricted to selecting people who can acquire the skills in a short period of time.

It will cause agencies to all take those who are easier to train and/or with less problems.

Performance standards are always a significant part of any program of this nature. It establishes quality expectations and most importantly lets employers know exactly what management expects of them in terms of quality and time.

Our program that we offer will influence recruitment and/or enrollment practices as to quality - sometimes I'm concerned that monies spent for paper work could be used for tuition and books for participants.

My response would be occasionally. To meet our 40% youth expenditure rate, we design programs targeted for youth only. In addition, to meet our service to dropouts, we must recruit specifically for that population. the impact is not overly burdensome, but does sometimes influence our efforts.

My three years on the board I can remember twice going out on special recruitment to maintain performance standards.

The applicant must feel he can do the job before he will accept the challenge - lets train in skills first.

Funding and staff job security depend on meeting performance standards. Staff and PIC boards can't help but be influenced -- and in turn impact on recruitment and enrollment. That may lead to chronic unemployed falling through the cracks. Some leeway in standards would help. Perhaps a separate program with realistically low standards.

It is human nature to desire to perform to a standard.

Performance standards is an excellent way to measure productivity. If a person is not performing, well he should be counseled and other measures taken.

People need to be measured -- but only by broad objectives.

"Always" because they are always a part of the contract as a performance measure.

I think they influence these practices in a positive way.

I feel they should be very careful in regard to people they train in a vocational field. I don't think they really screen as well as they should. They do have a tendency to skim the cream but that is not always bad.

Performance standards are generally based on termination not enrollment. We do not recruit to meet performance standards. The key to our success is we recruit based on the eligibility of each individual.

Particularly in the selection for youth programs. Program operators always seem to be "strapped" with performance standards in recruiting youth.

To some extent program providers are judged on meeting certain performance standards and an eye must be kept on what is going on if one is concerned about continuing as a program operator. On the other side of the coin standards are set for virtually all types of programs and this is not necessarily bad.

It appears that generally those who should qualify can.

Usually helpful particularly in screening out "undesirables."

Tremendous weight is placed on "positive terminations" rather than on helping people.

Restrictive performance standards cause subcontractors to become cautious and plodding in their effort to serve individuals with a less than optimal chance of successful termination.

Proposal review committees often do not send such training for fear of negative effect on performance standards.

Performance standards of what or whom?

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

12	Always	39	Usually	62	Occasionally	6	Never

Comments:

Creaming seems to occur in most cases. This is to make performance look good for statistical purposes.

Recruiters may feel the need to recruit those "most likely to succeed" rather than those "most at risk" because of performance standards. Although it is agreed that we cannot assist EVERYONE, it is important to provide an opportunity for "High Risk" clients to be served without "program failure - if the client fails". However, accountability on the part of the program operators must be measured. We may need to look at more than the "end results" in judging program success.

The performance standards we are adopting reflect state and federal mandates for priority groups. Obviously these do not match 100% the greatest need or highest priority evidencing themselves at the lowest level. I don't see this as a huge problem, but said additional flexibility might be helpful.

Performance based contracts will always force program operators into considering how well they are going to do at the end of the contract. If there is only enough money to serve 5% of the eligible population, contractors are forced to "cream" the people they serve, so they can achieve the desired level of performance. Desired level of performance based contracts forces the contractor to minimize his risk, which means those who are most in need of the services may be screened out because these are the people who contribute to the greatest amount of failure in any JTPA program. Performance is important but, other things should be considered in allocating contracts along with it.

The people who need JTPA services the most are frequently excluded due to the performance standards. The amount of "creaming" is widespread and unfortunate.

There are times when the standards set do not fit the need and that person or persons cannot be served.

Even the most at risk participants have to have the desire and drive to succeed in anything.

The standards must be valid and uniformly applied.

This is hampering the ability of at-risk centers to serve students who need it. Students whose parents have money also are at risk. The standards could be reworded somewhat to reach the real at risk people.

Those who are most in need will not be able to place easy.

Tends to make intake and assessment unit "cream."

Provides standardization of delivery and provides management a bench mark to evaluate the quality and as well make changes to improve the program.

Performance standards serve a useful purpose as an incentive to make full and optimal use of funds. However, the frequently lead agencies to turn away "at risk" applicants in order to avoid jeopardizing the achievement of those performance standards. Somehow we need to apply standards that encourage competent administration of JTPA programs without compromising the application of those programs to the people who need them most.

I do not feel the most deprived cases need to come first, social services can help those, money should go to the ones with best potential of staying off the welfare rolls, if welfare were reduced 50%, should it matter if top 50%?

JTPA was designed for success. The programs are to help those that can be helped. In the past programs designed to serve populations most at risk were highly unsuccessful. The resources available must be spent on those most likely to succeed.

My response would be occasionally. We serve a large number of at-risk in SDA 4. Our BEI and CARY programs are the largest in the state. In addition, we served the highest percentage of welfare recipients in the state last year. All of these populations are classified at-risk.

We are providing some good service to some appropriate people through JTPA, however the performance standards render it impossible to do recruitment, selection, entirely on need and (depending upon the orientation of the provider of service) may certainly result in subsidizing job ready people who would have been hired regardless.

Here again very seldom but I can remember once that there maybe was a problem. By and large we had not had much trouble serving our at risk people.

I could talked at length on the two questions. Thanks for caring.

The performance standards needed by most employers are higher than the normal "at risk" group are capable of -- we need more job training classes with specific trades taught that can be applied to the real work world.

Many times I believe more importance is placed on meeting a standard than performing the mission. Usually I find this is based on money.

It always depends on the risk factor involved, of the persons ability to perform and successfully complete training.
If someone is doing good work and this information is relayed, then performance standards should not hinder JTPA. On the other hand, if someone is not or has not performed adequately, this too should be known and time, effort, and funding should be limited on this individual.

If they (performance standards) are too detailed and restrictive, they are counterproductive. If the standards require a lot of paperwork and the administration is too cumbersome, the paperwork becomes the job rather than the real job of helping people. Good people like to be measured by their achievement of agreed objectives, but hat "Mickey-Mouse" supervision.

JTPA does not address the needs of the high risk unemployed.

the eligibility and restrictions placed on vendors/providers make it very difficult to prove eligibility which in many cases have kept persons who need service from receiving services.

As the unemployment rate has fallen, the hard-core unemployed make up a larger proportion of the unemployed. This group, and people with serious disabilities, seem to me to be the intended target of federal monies. I think that allowing more flexibility in the cost of a placement and lowering some of the performance standards will allow contractors to focus more on these people.

It is not the standards themselves that influences, but rather the method of reimbursing on performance ONLY. Thanks for this opportunity.

As I stated, not ALL people are really ready to be served. Performance standards need to be maintained.

Areas of the state differ as to their basic employment needs. Occasionally the performance standards hinders some of the programs. I.e. - some areas have a high concentration of welfare recipients and can easily meet standards, however, other areas of the state do not. The same is true with youth. I would much rather see a successful program that met the needs of the area but did not meet performance standards than one that met the standards but did not serve the need of the area.

Performance standards dictate a quick Remedial process while the population most at risk is a long term training process.

Again, youth programs seem to suffer due to the "tight" performance standards.

Typically our clients have already dropped out before we see them.

I believe we're doing a good and sufficient job of serving those who are ready and I don't believe that increasing or decreasing the standards would help. The hindrance is due to reasons other than that of too loose or too tight of performance standards. I'm new as a PIC board member so these opinions may be changed in time. As of now, I'm very comfortable with the standards and their resulting service. It's too easy to screen out applicants when gaged against performance standards. The recruiter does not always dig deep enough to really find out an applicant's skills and abilities.

"Positive termination" is overrated. Even misleading.

Populations that are "most at risk" are perceived to be a threat to the achievement of performance standards and are therefore avoided.

JTPA fails to recognize that most at risk people need training in basic skills before job specific training can begin. Failure to recognize and fund such work as part of a training package causes schools to start with job specific and high dropout rates because students are not prepared. Also, the pitiful stipend paid by JTPA for expenses to the participant does not cover transportation and child care in rural areas.

Not sure what you are talking about.

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J.W. Stone
Fortescue
Cora D. Thompson
Parkville
Ray Walsh
Festus

Donald M. Claycomb
Executive Director

TO: PIC MEMBERS

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 19, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA.

In meeting with individuals in the Department of Elementary and Secondary Education and the Division of Job Development and Training, it was decided survey information should be a part of our process. In cooperation with those departments, survey questions were developed for various populations. The two enclosed questions are in the nature of opinions and therefore can be answered quickly. We need and welcome your input.

If you have any questions, please call. Please return the enclosed survey by January 4, 1989, to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989.

cc: Michael Hartmann

PIC MEMBERS

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

_____Always _____Usually _____Occasionally _____Never

Comments:

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

_____Always _____Usually _____Occasionally _____Never

Comments:

APPENDIX H

SURVEY OF
PRIVATE INDUSTRY COUNCIL EDUCATION REPRESENTATIVES
ON JTPA PERFORMANCE STANDARDS

SURVEY OF
PRIVATE INDUSTRY COUNCIL EDUCATION REPRESENTATIVES
ON JTPA PERFORMANCE STANDARDS

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the extent private industry council (PIC) educational representatives believe JTPA performance standards influence recruitment and service to populations most at risk. Questions considered were:

1. To what extent do performance standards influence recruitment and/or enrollment practices?

2. To what extent do performance standards hinder JTPA from serving the populations most at risk?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The survey was mailed to 33 individuals listed by the Division of Job Development and Training as educational representatives on local PICs.

Reponses were received from 20 of the 33 for a response rate of almost 61 percent. The responses were summarized by tallying the responses checked in each category and listing the comments.

FINDINGS: Responses ranged from occasionally to always relating to the extent to which performance standards influence recruitment and/or enrollment practices and extent to which performance standards hinder JTPA from serving the populations most at risk. Comments tend to reflect checked responses.

CONCLUSIONS: Inferences generalized to PIC educational representatives from a response rate of 60.6 percent would have questionable validity; however, the responses are the opinions of more than 60 percent of the PIC educational representatives and the comments provide valuable insight into potential issues and areas of concern.

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

4 Always 9 Usually 6 Occasionally _____ Never

Comments:

Tremendous weight is placed on "positive terminations" rather than on helping people.

Restrictive performance standards cause subcontractors to become cautious and plodding in their effort to serve individuals with a less than optimal chance of successful termination.

Proposal review committees often do not send such training for fear of negative effect on performance standards.

Performance standards of what or whom?

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

2 Always 6 Usually 10 Occasionally _____ Never

Comments:

"Positive termination" is overrated. Even misleading.

Populations that are "most at risk" are perceived to be a threat to the achievement of performance standards and are therefore avoided.

JTPA fails to recognize that most at risk people need training in basic skills before job specific training can begin. Failure to recognize and fund such work as part of a training package causes schools to start with job specific and high dropout rates because students are not prepared. Also, the pitiful stipend paid by JTPA for expenses to the participant does not cover transportation and child care in rural areas.

Not sure what you are talking about.

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Fortescue
Cora D. Thompson
Parkville
Ray Walsh
Festus

Donald M. Claycomb
Executive Director

TO: PIC EDUCATIONAL REPRESENTATIVES

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 19, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA.

In meeting with individuals in the Department of Elementary and Secondary Education and the Division of Job Development and Training, it was decided survey information should be a part of our process. In cooperation with those departments, survey questions were developed for various populations. Questions are in the nature of opinions and, therefore, can be answered quickly. We welcome your input.

Topics addressed on the enclosed forms are as follows:

JTPA Performance Standards - Page 1

JTPA/Vocational Education Coordination - Pages 2 & 3

If you have any questions, please call. Please return the enclosed survey by January 4, 1989.

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989!

cc: Michael Hartmann
Frank Drake

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Donald M. Claycomb
Executive Director

TO: VOCATIONAL ADMINISTRATORS WHO SERVE ON PICs

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 19, 1988

Part of the honor that comes with being a vocational administrator and being well enough known that you also serve on a PIC is that you get two surveys. You have received the one as a vocational administrator that includes the same sections as the one enclosed addressed to PIC educational representatives.

This is to advise you that we would like your input on both categories since you serve in both capacities. Therefore, please fill out and return the enclosed survey by January 4.

Several responses have been received as a result of the mailing to vocational administrators. I believe the information will be interesting and useful to MCVA as well as the Council.

cc: Frank Drake
Michael Hartmann

PIC EDUCATIONAL REPRESENTATIVES

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

_____Always _____Usually _____Occasionally _____Never

Comments:

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

_____Always _____Usually _____Occasionally _____Never

Comments:

APPENDIX I

SURVEY OF PRIVATE INDUSTRY COUNCIL CHAIRPERSONS ON JTPA PERFORMANCE STANDARDS

SURVEY OF PRIVATE INDUSTRY COUNCIL CHAIRPERSONS ON JTPA PERFORMANCE STANDARDS

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the extent private industry council (PIC) chairpersons believe JTPA performance standards influence recruitment and service to populations most at risk. Questions considered were:

1. To what extent do performance standards influence recruitment and/or enrollment practices?

2. To what extent do performance standards hinder JTPA from serving the populations most at risk?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The survey was mailed to each of the 15 PIC chairpersons. Responses were received from 3 of the 15 for a response rate 20 percent. The responses were summarized by tallying the responses checked in each category. No comments were provided.

FINDINGS: As presented on the next page.

CONCLUSIONS: Inferences generalized to PIC chairpersons from a response rate of 20 percent would have questionable validity; however, the responses are the opinions of 20 percent of the PIC chairpersons.

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

_____Always _1_ Usually _2_ Occasionally _____Never

Comments:

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

_____Always _____Usually _3_ Occasionally _____Never

Comments:

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Festus

Donald M. Claycomb
Executive Director

TO: PRIVATE INDUSTRY COUNCIL CHAIRPERSONS

FROM: DONALD M. CLAYCOMB

DATE: December 19, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA.

In meeting with individuals in the Department of Elementary and Secondary Education and the Division of Job Development and Training, it was decided survey information should be a part of our process. In cooperation with those departmental entities, survey questions were developed for various populations. Questions are in the nature of opinions and therefore can be answered quickly. We welcome your input.

Topics addressed on the enclosed forms are as follows:

JTPA Performance Standards - Page 1

JTPA/Vocational Education Coordination - Pages 2 & 3

If you have any questions, please call. Please return the enclosed survey by January 4, 1989, to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989.

cc: Michael Hartmann

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

_____Always _____Usually _____Occasionally _____Never

Comments:

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

_____Always _____Usually _____Occasionally _____Never

Comments:

APPENDIX J

SURVEY OF
SERVICE DELIVERY AREA ADMINISTRATORS
ON JTPA PERFORMANCE STANDARDS

SURVEY OF SERVICE DELIVERY AREA ADMINISTRATORS ON JTPA PERFORMANCE STANDARDS

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the extent service delivery area (SDA) administrators believe JTPA performance standards influence recruitment and service to populations most at risk. Questions considered were:

1. To what extent do performance standards influence recruitment and/or enrollment practices?

2. To what extent do performance standards hinder JTPA from serving the populations most at risk?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The survey was mailed to each of the 15 SDA administrators. Responses were received from 7 of the 15 for a response rate exceeding 46 percent. The responses were summarized by tallying the responses checked in each category and listing the comments.

FINDINGS: Responses tended to be centered. Comments relate to performance standards having little or no effect to being a positive effect on recruitment. Other comments relate to who JTPA is to serve.

CONCLUSIONS: Inferences generalized to service delivery area administrators from a response rate of 46.6 percent would have questionable validity; however, the responses are the opinions of nearly half of the SDA directors and the comments provide insight into potential issues and areas of concern.

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

_____Always _3_ Usually _4_ Occasionally _____Never

Comments:

Recruitment has little or no effect on performance standards.

I believe this is a positive influence. JTPA service providers are more critical in the decision making process of planning training for applicants and are more inclined to insure that investments of tax dollars are done wisely.

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

_____Always _3_ Usually _4_ Occasionally _____Never

Comments:

Since we are dealing with a "performance" drive system, the idea is to serve the employable quickly. While the same system focuses service on the hard to serve, the key problem is trying to define equitable/what this target group is supposed to be made up of.

"At risk" is a very subjective term. It's not my opinion that JTPA is intended to be the training vehicle for the so called "at risk" population.

Populations most at risk are less likely to be successful, therefore they result in lowering your performance.

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Donald M. Claycomb
Executive Director

TO: SDA ADMINISTRATORS

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 19, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA.

In meeting with individuals in the Department of Elementary and Secondary Education and the Division of Job Development and Training, it was decided survey information should be a part of our process. In cooperation with those departmental entities, survey questions were developed for various populations. Questions are in the nature of opinions and therefore can be answered quickly. We welcome your input.

Topics addressed on the enclosed forms are as follows:

JTPA Performance Standards - Page 1

JTPA/Vocational Education Coordination - Pages 2 & 3

If you have any questions, please call. Please return the enclosed survey by January 4, 1989, to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989.

cc: Michael Hartmann

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

_____Always _____Usually _____Occasionally _____Never

Comments:

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

_____Always _____Usually _____Occasionally _____Never

Comments:

APPENDIX K

SURVEY OF
AREA VOCATIONAL SCHOOL DIRECTORS AND COMMUNITY COLLEGE DEANS
RESPONSIBLE FOR VOCATIONAL PROGRAMS
ON JTPA PERFORMANCE STANDARDS

SURVEY OF
AREA VOCATIONAL SCHOOL DIRECTORS AND COMMUNITY COLLEGE DEANS RESPONSIBLE FOR VOCATIONAL PROGRAMS ON JTPA PERFORMANCE STANDARDS

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the extent area vocational school directors and community college deans believe JTPA performance standards influence recruitment and service to populations most at risk. Questions considered were:

1. To what extent do performance standards influence recruitment and/or enrollment practices?

2. To what extent do performance standards hinder JTPA from serving the populations most at risk?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Department of Elementary and Secondary Education and the Division of Job Development and Training. The survey was mailed to 70 individuals. Responses were received from 57 for a response rate of 81 percent. The responses were summarized by tallying the responses checked in each category and listing the comments.

FINDINGS: In the opinion of most respondents, performance standards usually or always affect recruitment and/or enrollment practices. Percentage breakdowns were 17.5 always, 52.6 usually, 26.3 occasionally, and 1.7 never. The ten comments listed reflect a wide variety of reaction.

All respondents believe performance standards at least occasionally hinder JTPA from serving the populations most at risk. Percentage breakdowns were 3.5 always, 38.5 usually, 47.3 occasionally, and 0 never. Many of the comments listed reflect either lack of understanding or frustration.

CONCLUSIONS: Vocational administrators believe performance standards influence recruitment and/or enrollment practices and hinder JTPA from serving the populations most at risk. Perhaps two questions should be asked: 1) Should vocational administrators better understand JTPA performance standards? 2) Is the frustration expressed an indication of areas needing attention before vocational education can most effectively serve JTPA clients?

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

10 (17.5%) Always	30 (52.6%) Usually
15 (26.3%) Occasionally	1 (1.7%) Never

Comments:

Need more information regarding what are the standards.

It works well in our area, SDA-4. Need additional training slots.

Many times JTPA students are low level in educational preparation and it is difficult to assess these particular students.

When achievement (output) is fundamentally determined by recruitment (input) rather than by the program intervention (throughput) recruitment will always be significantly influential.

Performance standards of what or whom?

Proposal review committees often do not fund such training for fear of negative effect on performance standards.

Faculty interview each prospective student to determine whether, in their opinions, a student could meet performance standards before being accepted into the program.

"What goes around comes around." Quality easier to sell.

The people who recruit don't know about performance standards.

Students today have a problem meeting anyone's performance standards which causes them to take the easy route in education.

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

2 (3.5%) Always	22 (38.5%) Usually
27 (47.3%) Occasionally	0 (0%) Never

Comments:

Again, not sure what standards have been established.

I do not understand what you mean by performance standards.

My problems with JTPA is:
1) Too restrictive when dealing with eligibility
2) Incredible amount of paperwork
3) Little or no local control
4) PIC only pays lip service to training

Too stringent. We cannot reach the people we want to reach. Many people in programs that have little chance of success after completion of programs.

There are programs that students could benefit from if allowed the time and guaranteed placement was not a factor.

Verification of economically disadvantaged status is a deterrent for some students enrolled in the vocational school.

The specific needs of the participants would determine the amount of time and funds expended. This could cut the numbers to be served drastically, especially if the participants have no skills and are of low ability.

Organizations will not assume high risk clients when their program evaluation is determined by performance standards which are unrealistically too high for such a group.

For the most part the drop outs that fail to meet age (16 minimum) or economic guidelines.

Not sure what you are talking about.

JTPA fails to recognize that most at risk people need training in basic skills before job specific training can begin. Failure to recognize and fund such work as part of a training package causes schools to start with job specific and high drop out rates because students are not prepared. Also, the pitiful stipend paid by JTPA for expenses to the participant does not cover transportation and child care in rural areas.

Performance standards should most affect teacher selection, course content, and other program quality measures that are generally considered contributory to program success.

If the at-risk student will not be able to reach standards for some reason, he/she may be denied entry.

Hard to complete performance standards in one year training program.

JTPA could do better in recruiting their population by having performance standard in mind at sign up time. When they have opening in program they are looking for warm bodies.

Guidelines need to be changed so you can serve more students. There can be other guideline besides family income.

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Donald M. Claycomb
Executive Director

TO: AVTS DIRECTORS and
COMMUNITY COLLEGE DEANS

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 8, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA. We welcome your input.

In meeting with individuals in the Department of Elementary and Secondary Education and the Department of Job Development and Training (DJDT), it was decided survey information should be a part of our process. In cooperation with those departments, survey questions were developed for various populations. Questions are in the nature of opinions and estimations and, therefore, can be answered quickly.

Topics addressed on the enclosed forms are as follows:

Accessibility to vocational education - Page 1

Private sector involvement in vocational education - Page 2

JTPA performance standards - Page 3

JTPA-vocational education coordination - Pages 4 & 5

If you have any questions, please call. Please return the enclosed survey by December 23 to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989!

cc: Frank Drake
Fred Linhardt

JTPA PERFORMANCE STANDARDS - SURVEY QUESTIONS

1. In your opinion, to what extent do performance standards influence recruitment and/or enrollment practices?

_____Always _____Usually _____Occasionally _____Never

Comments:

2. In your opinion, to what extent do the performance standards hinder JTPA from serving the populations most at risk?

_____Always _____Usually _____Occasionally _____Never

Comments:

APPENDIX L

SURVEY OF
AREA VOCATIONAL SCHOOL DIRECTORS AND COMMUNITY COLLEGE DEANS
RESPONSIBLE FOR VOCATIONAL PROGRAMS
ON ACCESSIBILITY TO VOCATIONAL EDUCATION

SURVEY OF AREA VOCATIONAL SCHOOL DIRECTORS AND COMMUNITY COLLEGE DEANS RESPONSIBLE FOR VOCATIONAL PROGRAMS ON ACCESSIBILITY TO VOCATIONAL EDUCATION

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the accessibility of vocational education as viewed by area vocational school directors and community college deans. Questions considered were:

1. To what extent have high school graduation requirements or other school reform efforts affected accessibility to vocational education?

2. What percentage of target populations are enrolled in vocational education?

3. What extent are selected vocational education system components adequately serving special populations?

4. To what extent have the set asides in the Perkins Act affected services to the special populations?

5. To what degree does the funding formula affect the ability to serve the needs of the disadvantaged and handicapped?

PROCEDURE: Two survey instruments were developed using a report of the National Association of State Councils on Vocational Education and input from the Department of Elementary and Secondary Education staff. The first one (dealing with questions 1 and 2) was sent to directors of area vocational schools and community college deans responsible for vocational education.

The second survey instrument (dealing with questions 3, 4, and 5) was administered as a telephone survey to one administrator in each of ten area vocational schools selected at random. The mail survey was sent to 70 individuals. Responses were received from 57 for a response rate of 81 percent. Nine directors and one assistant participated in the telephone survey. The responses were summarized by tallying categorical responses and listing comments.

FINDINGS: In the area of the effect high school graduation requirements and school reform efforts have had on accessibility to vocational education, responses range from strongly positive effect to strongly negative effect. However, in the opinion of 91 percent of the respondents, high school graduation requirements or other school reform efforts have had a negative effect on accessibility to vocational education. Many comments reflect the belief that students having difficulty meeting high school graduation requirements do not enroll in vocational education.

The estimates of selected special populations enrolled in the institutions represented by the respondents were as follows:

School age handicapped.....mean 24.5; range 0-100
School age disadvantaged.....mean 32.8; range 0- 90
Adults in need of training
and retraining.....mean 17.1; range 0- 70
Single parents and homemakers...mean 12.7; range 0- 70

Respondents believe handicapped secondary and postsecondary adult students are either usually or always served by instructional personnel, equipment, facilities, programming, curriculum, and coordination with other service providers/agencies. Transportation is provided secondary students and for the most part, not provided to handicapped postsecondary/adult students. Other areas receiving an indication of occasionally or never for handicapped students included day care, counseling, and employment placement. Responses were similar for disadvantaged students and males and females participating in programs that are for occupations not traditional for their respective sex.

Respondents believe equipment and facilities always or usually meets the needs of adults in need of training and retraining. Components having only one response below usually or always were instructional personnel, programming, curriculum, employment placement, and coordination with other service providers/agencies. Most respondents occasionally or never provide transportation or day care for adults. Three indicated they did not meet the counseling needs of adults more than occasionally.

Respondents believed the needs of single parents and homemakers were adequately met always or usually by all components except transportation, day care, and counseling. One respondent indicated counseling needs were occasionally met and most either occasionally or never meet the needs in transportation and day care.

Respondents generally believe the set asides in the Perkins Act have had a positive effect on services to the targeted special populations. One respondent believed the set asides for handicapped had affected service in a negative way and one respondent believed the same regarding service to individuals who participated in programs not traditional for their respective sex. A comment was made that more funds are needed for single parents and homemakers.

All respondents have the opinion that the state funding formula has had a positive effect on the ability to serve the needs of the disadvantaged and handicapped. Comments commonly related to desiring more flexibility in spending funds and concern over getting away from serving the "regular" student.

CONCLUSIONS: Vocational administrators believe changes in high school graduation requirements or other school reform efforts have had a negative effect on student accessibility to vocational education.

The range of percentages of school age handicapped, school age disadvantaged, adults in need of training and retraining, and single parents or homemakers served is wide. Even though this is an estimation by administrators, the range for the four categories is from 70 percentage points in two categories, 90 percentage points in one category, and 100 percentage points in another category. This is an area which may need further study. Do the needs from community to community warrant these ranges? If not, which is most nearly a reflection of what vocational education ought to be doing?

Vocational administrators believe most components of vocational education are doing a good job of meeting the needs of special populations. Areas that may be weaker relate to counseling and employment placement. Areas where the least is being done are transportation and day care. Should more be done in transportation? Comments indicate more attention should be given to day care needs of students and potential students.

Set asides under the Perkins Act and the state funding formula are causing more emphasis to be placed on serving the needs of special populations. These purposes of the Perkins Act are being met. Are they being met at the expense of other students needing vocational education?

CARL D. PERKINS VOCATIONAL EDUCATION ACT - SURVEY QUESTIONS

A. ACCESSIBILITY TO VOCATIONAL EDUCATION

1. In your opinion, to what extent have high school graduation requirements or other school reform efforts affected accessibility to vocational education?

Rating Scale:	Number Responding
Strongly Positive Effect..... 6	4
Moderately Positive Effect... 5	0
Slightly Positive Effect..... 4	1
Slightly Negative Effect..... 3	10
Moderately Negative Effect... 2	22
Strongly Negative Effect..... 1	19

Comments: (Direct Quotes)

12 sending students from last spring's pre-enrollment did not come to Vo-Tech because they failed courses that were rq'd. 8 of them were seniors who could not complete their 2 year program!!

On numerous occasions sending school counselors have removed students from vocational courses because of deficiencies at their school.

Academic diploma requirements have negative effect on vocational course offerings. Some vocational classes should be awarded academic credit.

I hope access to voc ed has not been irreparably damaged by increased academic emphasis.

Increased graduation requirements have effectively eliminated most of the students that would benefit most from vocational education programs.

Maybe a two track system would work better.

We have initiated opportunities for students needing extra credit for graduation to participate before, during the lunch hour or after school in math and English as well as a science credit in p.t.

It limits the accessibility of a large student population who should be enrolled in vocational education.

This is restricted more because the local high school is still on a 6 hr. schedule of classes.

More general education requirements, fewer vocational students.

The Excellence in Education is a disaster for many reasons but mainly its effect on voc. ed.

Has reduced the amount of time students have to take a voc course.

Student who get in credit trouble from sending school can't afford the 1 hour travel time to come to vo tech. College bound student can't take but only 1 credit their Jr. Sr. year.

We see this in each school that sends to us. Students who are lacking credits and are prevented from coming to the AVTS.

The increase of high school graduation credits has caused the decrease of enrollment in vocational education for the less academic students. It is this student who has the most problems meeting home school requirements to attend vocational education classes.

Increased requirements have all been in academics at the expense of vocational and elective courses.

2. **In your estimation, what percentage of the following target populations in your district or service area are enrolled in vocational education?**

		Mean	Median	Range
a)	School age handicapped	24.482	15	0-100
b)	School age disadvantaged	32.800	25	0- 90
c)	Adults in need of training or retraining	17.058	8	0- 70
d)	Single parents or homemakers	12.675	9	0- 70

Comments:

What is definition of school age (K-12)? To respond to the above would only be a guess.

No way to estimate. We serve over 10,000 adults. 47% of our vocational enrollment is disadvantaged (secondary). Almost 100% of our adult full time enrollment are students on financial aide. 14% of our vocational enrollment is handicapped (secondary).

3. In your opinion, to what extent are the following vocational education system components in your institution adequately serving the handicapped?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

(Numbers represent responses)	Secondary				Postsecondary/Adult			
	A	U	O	N	A	U	O	N
Instructional personnel.....	4	6			5	5		
Equipment.....	A	U	O	N	A	U	O	N
	3	7			4	6		
Transportation.....	A	U	O	N	A	U	O	N
	9	1				1	1	8
Day Care.....	A	U	O	N	A	U	O	N
	1	2	2	5	1	3	2	4
Facilities.....	A	U	O	N	A	U	O	N
	7	3			8	2		
Programming.....	A	U	O	N	A	U	O	N
	6	4			5	5		
Curriculum.....	A	U	O	N	A	U	O	N
	6	4			5	5		
Counseling.....	A	U	O	N	A	U	O	N
	6	3	1		9		1	
Employment placement.....	A	U	O	N	A	U	O	N
	3	4	3		3	6	1	
Coordination with other service providers/agencies.....	A	U	O	N	A	U	O	N
	5	5			7	3		

Other (please specify)

4. In your opinion, to what extent are the following vocational education system components in your institution adequately serving the disadvantaged?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

	Secondary				Postsecondary/Adult			
Instructional personnel.....	A 4	U 6	O	N	A 4	U 6	O	N
Equipment.....	A 6	U 4	O	N	A 5	U 5	O	N
Transportation.....	A 8	U 2	O	N	A 2	U	O 2	N 6
Day Care.....	A 2	U 2	O 1	N 5	A 3	U 2	O 2	N 3
Facilities.....	A 8	U 2	O	N	A 8	U 2	O	N
Programming.....	A 5	U 5	O	N	A 5	U 5	O	N
Curriculum.....	A 5	U 5	O	N	A 4	U 6	O	N
Counseling.....	A 5	U 4	O 1	N	A 6	U 3	O 1	N
Employment placement.....	A 3	U 7	O	N	A 3	U 6	O 1	N
Coordination with other service providers/agencies.....	A 5	U 5	O	N	A 6	U 4	O	N

Other (please specify)

Comments:

Lack of state data -- needed.

5. In your opinion, to what extent are the following vocational education system components in your institution adequately serving adults in need of training and retraining?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

	A	U	O	N
Instructional personnel.....	4	5	1	
Equipment.....	6	4		
Transportation.....			2	8
Day Care.....	2	1	2	5
Facilities.....	6	4		
Programming.....	4	5	1	
Curriculum.....	3	6	1	
Counseling.....	5	2	3	
Employment placement.....	3	6	1	
Coordination with other service providers/agencies.....	5	4	1	

Other (please specify)

Comments:

Do good with what we serve - need to serve more.

Day care is a problem and is needed. Sometimes eliminates people from participation.

6. In your opinion, to what extent are the following vocational education system components in your district or service area adequately serving single parents or homemakers?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

	A	U	O	N
Instructional personnel.....	4	6		
Equipment.....	6	4		
Transportation.....	1	1	4	4
Day Care.....	2	2	2	4
Facilities.....	6	4		
Programming.....	5	5		
Curriculum.....	5	5		
Counseling.....	6	3	1	
Employment placement.....	4	6		
Coordination with other service providers/agencies.....	5	5		

Other (please specify)

7. In your opinion, to what extent are the following vocational education system components in your district or service area adequately serving males and females participating in programs that are for occupations not traditional for their respective sex?

Rate as follows: Always = A; Usually = U; Occasionally = O; Never = N

	Secondary				Postsecondary			
Instructional personnel.....	A 3	U 7	O	N	A 4	U 6	O	N
Equipment.....	A 4	U 6	O	N	A 4	U 6	O	N
Transportation.....	A 5	U 1	O 2	N 2	A 1	U	O 3	N 6
Day Care.....	A 2	U	O 2	N 6	A 2	U	O 3	N 5
Facilities.....	A 7	U 3	O	N	A 7	U 3	O	N
Programming.....	A 7	U 3	O	N	A 6	U 4	O	N
Curriculum.....	A 6	U 4	O	N	A 6	U 4	O	N
Counseling.....	A 6	U 3	O 1	N	A 6	U 3	O 1	N
Employment placement.....	A 2	U 7	O 1	N	A 2	U 7	O 1	N
Coordination with other service providers/agencies.....	A 3	U 6	O 1	N	A 3	U 6	O 1	N

Other (please specify)

B. SET ASIDES FOR SPECIAL POPULATIONS

In your opinion, to what extent have the set asides, in the Perkins Act, affected services to the special populations?

Rating Scale:

Strongly Positive Effect	6
Moderately Positive Effect	5
Slightly Positive Effect	4
Slightly Negative Effect	3
Moderately Negative Effect	2
Strongly Negative Effect	1

(a)	Handicapped.....	6	5	4	3	2	1
		6	2	1		1	
(b)	Disadvantaged.....	6	5	4	3	2	1
		5	4	1			
(c)	Adults in need of training and retraining.....	6	5	4	3	2	1
		4	5				
(d)	Single parents or homemakers.....	6	5	4	3	2	1
		5	3	2			
(e)	Individuals who participate in programs to eliminate sex bias and stereotyping.....	6	5	4	3	2	1
		3	4	2	1		

Comments:

Great deal more funds needed for single parents and homemakers.

C. FUNDING FORMULA FOR THE DISADVANTAGED/HANDICAPPED

In your opinion, to what degree does the funding formula within the state affect the ability to serve the needs of the disadvantaged and handicapped?

DISADVANTAGED		HANDICAPPED	
4	Strongly positive effect	6	Strongly positive effect
3	Moderately positive effect	2	Moderately positive effect
3	Slightly positive effect	2	Slightly positive effect
_____	Slightly negative effect	_____	Slightly negative effect
_____	Moderately negative effect	_____	Moderately negative effect
_____	Strongly negative effect		

Comments:

Disadvantaged dollars are tough to use due to match and limitations.

Targeted dollars help but cause delivery to be of higher cost. In a small community, more flexibility is needed among the categories.

Restrictions on handicapped make funds unusable.

More dollars available than can be used. May need to allow more flexibility.

Continue to provide allotments for disadvantaged and handicapped rather than going to block grant.

Would like more flexibility to serve regular students.

Need more flexibility between disadvantaged and handicapped funding.

Getting away from serving the regular student.

Difficult to teach some handicapped and low ability, if not impossible, what is needed to work in modern high tech -- such as automobile mechanics.

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 545 • Jefferson City, Missouri 65102 • (314) 751-4384

William G. Thomas
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Jerry Stark
Carl Junction
J.W. Stone
Fortescue
Cora D. Thompson
Parkville
Ray Walsh
Festus

Donald M. Claycomb
Executive Director

TO: AVTS DIRECTORS and
COMMUNITY COLLEGE DEANS

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 8, 1988

As a part of mandated responsibilities, state councils on vocational education are to evaluate delivery under the Perkins Act and the Job Training Partnership Act and make recommendations on the coordination between vocational education and JTPA. We welcome your input.

In meeting with individuals in the Department of Elementary and Secondary Education and the Department of Job Development and Training (DJDT), it was decided survey information should be a part of our process. In cooperation with those departments, survey questions were developed for various populations. Questions are in the nature of opinions and estimations and, therefore, can be answered quickly.

Topics addressed on the enclosed forms are as follows:

Accessibility to vocational education - Page 1

Private sector involvement in vocational education - Page 2

JTPA performance standards - Page 3

JTPA-vocational education coordination - Pages 4 & 5

If you have any questions, please call. Please return the enclosed survey by December 23 to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989!

cc: Frank Drake
Fred Linhardt

CARL D. PERKINS VOCATIONAL EDUCATION ACT - SURVEY QUESTIONS

A. ACCESSIBILITY TO VOCATIONAL EDUCATION

1. In your opinion, to what extent have high school graduation requirements or other school reform efforts affected accessibility to vocational education?

   Rating Scale:

Strongly Positive Effect	6
Moderately Positive Effect	5
Slightly Positive Effect	4
Slightly Negative Effect	3
Moderately Negative Effect	2
Strongly Negative Effect	1

   Comments:

2. In your estimation, what percentage of the following target populations in your district or service area are enrolled in vocational education?

   a) School age handicapped _____%

   b) School age disadvantaged _____%

   c) Adults in need of training or retraining _____%

   d) Single parents or homemakers _____%

APPENDIX M

SURVEY OF
AREA VOCATIONAL SCHOOL DIRECTORS AND COMMUNITY COLLEGE DEANS
RESPONSIBLE FOR VOCATIONAL PROGRAMS
ON PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

SURVEY OF AREA VOCATIONAL SCHOOL DIRECTORS AND COMMUNITY COLLEGE DEANS RESPONSIBLE FOR VOCATIONAL PROGRAMS ON PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the extent area vocational school directors and community college deans responsible for vocational programs believe the private sector is involved in vocational education. Questions considered were:

1. To what extent has vocational education involved the private sector in the improvement and expansion of its programs?

2. What are the most common barriers to private sector involvement?

PROCEDURE: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Departments of Economic Development and Elementary and Secondary Education and the Division of Employment Security. The survey was mailed to 70 individuals. Responses were received from 57 for a response rate of 81 percent. The responses were summarized by tallying the responses checked under each respective category on the survey, listing the comments and listing the barriers identified.

FINDINGS: The area of contribution scored the highest was in the use of local advisory committees. Percentages were 63.2 significant, 33.3 moderate, 3.5 very little, and no one checked the category of none. The area scoring the second highest was in the use of state technical committees for curriculum development. Percentages were 41.8 significant, 40.0 moderate, 12.7 very little, and 5.5 none. The area of contribution scored the lowest was in the use of equipment/fund securing activities. Percentages were 16.1 significant, 25.0 moderate, 42.9 very little, and 16.1 none. The area having the lowest percentage of respondents believing there had been a significant contribution was addressing the unique needs of special populations. Percentages were 12.3 significant, 49.1 moderate, 31.6 very little, and 7.0 none. The percentages for meeting specific work place requirements were 26.3 significant, 54.4 moderate, 19.3 very little, and 0 none. The remaining area was addressing statewide education and training needs. Percentages were 17.5 significant, 57.9 moderate, 19.3 very little, and 5.3 none.

Ninety-four barriers were listed. More than one-third of the barriers listed related to time for participation by either private sector individuals or educators. Close to one-fourth of the barriers could be said to relate to attitude. Several related to a lack of understanding or communication.

CONCLUSIONS: Vocational administrators feel best about the contributions of the private sector through advisory committees and state technical committees. Perhaps this is due to the emphasis placed in these areas in recent years especially. Areas where the greatest increase in private sector contribution could be made are meeting the needs of special populations and involvement of the private sector through the use of foundations or other equipment/fund securing activities. There is room for significant improvement in the degree of contribution of the private sector to vocational education in meeting specific work place requirements and addressing statewide education and training needs.

Barriers that are in greatest need of being broken down are lack of time, negative attitude, and lack of understanding of the importance of the private sector and vocational education to one another.

PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION - SURVEY QUESTIONS

1. In your opinion, to what extent has vocational education involved the private sector in the improvement and expansion of its programs?

   Please indicate in the column on the right to what degree these partnerships have contributed to the improvement of vocational education by:

Rating Scale: Significant = S
Moderate = M
Very Little = V
None = N

(First row-respondents; Second row-percentages)

	S	M	V	N
Meeting specific workplace requirements.....	15	31	11	0
	26.3	54.4	19.3	0
Addressing the unique needs of special populations..	7	28	18	4
	12.3	49.1	31.6	7.0
Addressing statewide education and training needs...	10	33	11	3
	17.5	57.9	19.3	5.3
Use of local vocational education advisory committees.....	36	19	2	0
	63.2	33.3	3.5	0
Use of state technical committees for curriculum development.....	23	22	7	3
	41.8	40.0	12.7	5.5
Use of foundations or other equipment/fund securing activities.....	9	14	24	9
	16.1	25.0	42.9	16.1

Comments:

Coordination between private sector and vocational education is good. There are 200 plus vocational advisory committee members from the private sector who have an opportunity to give input.

2. List the two most common barriers to private sector involvement?

They wish to dominate discussions and force us to use their services. They tend to act as though they're doing us a favor.

Their attitude that sec. voc. ed. does not prepare students for their jobs. They overlook the positive worker training, establishing realistic goals, etc. that we do.

Time of school personnel to make and develop contacts when they have their regular full time job to do.

Teachers resist change.

Having ample time to work with the private sector.

Finding people in the private sector with enough time to devote to the institution to really make a difference.

Their time.

Justifying their commitment to the school administration.

Effort on the part of school personnel.

Time for private sector involvement.

Lack of understanding concerning educational processes.

Not understanding non-profit organizations and their financial structure.

Lack of larger companies in rural Missouri.

Many companies not receptive to educational needs.

Time to devote to this effort.

Knowing how to get started.

Lack of information for private sector.

Private sector reluctant to embrace additional responsibilities.

Making proper contacts.

Getting the private sector to commit.

The old traditional philosophy.

Knowledge of the contact people "decision makers."

Apathy.

Not being aware they are needed or can help.

Understanding of school operation, scheduling, and funding.

Finding a time that all interested parties can meet.

Defining common training needs among similar industries. Having industry send the proper representatives. Most industries send personnel or top management to plan the curriculum and they are not actually aware of the duties and tasks of the individuals who need training.

Time and process - private sector people must see results of what they are doing - time is money to them and they don't like to wait while the process, such as superintendent approval, and board approval take place.

They see no need for it.

They do not fully understand how it may help them. They will not seek further assistance because it was not offered in the past.

Time for meetings.

Lack of interest on the part of private sector.

Active involvement.

Time for development of relations.

Apprentice programs are generally not designed for vocational school involvement.

Funds for training flowing around instead of through vocational education programs.

Availability of personnel.

Failure of educators to inform industry representatives and actively seek their involvement.

Apathy.

Lack of communication between AVTS and Industry.

Time available to industrial executives.

Vocational programs do not match local industries needs.

Small industrial community, where people work in K.C. and live in this community.

People's attitude of getting involved in anything worthwhile.

Time conflicts.

Lack of marketing needs.

Time.

Lack of Personnel.Time - it takes an incredible amount of time to make contacts, cultivate relationships, and arrive at mutually beneficial objectives which warrant cooperation.

Funding - it takes money to do all of the above and then implement the agreed upon goals.

Lack of information about vocational education.

Failure of school personnel to ask for private sector involvement.

Their willingness to take the time.

Our initiative to go after them.

Money.

Programs available.

One of both feel insecure about excepting information.

Their time to serve and geographic location and location of LEA.

Not being able to meet specific industry/business training requirements.

Slow response time due to funding and program approval requirements. Usually, business and industry training needs are immediate.

Ingrained, long standing programs with tenured faculty and staff not particularly interested in any changes.

Business/industry often times not willing to accept any real responsibility to assist with program improvements.

School schedule vs. business hour schedule.

Profit vs. structured learning.

Business and industrial corporations have had production as their primary goal, while education played a distinctly secondary role. (Evans & Herr)

The private sector too often seems to feel that training can be done by them just as well and feels that basic vocational training is not relevant.

Director's time and staff.

Time available to do the job.

Some private sectors don't want to be bothered.

Willingness.

Planning time.

Never been done before.

Lack of understanding of each others way of doing things.

Time and money.

Lack of single voice for industry (individual opinions vary greatly).

Time.

Time available to commit.

Paperwork on some types of involvement.

The private sector work schedule (time to meet).

Vo.Ed may not want their input.

Communication of role, goals and objectives.

Turfsmanship.

They may not be asked to get involved.

They do not or won't take time necessary.

Lack of funds to hire personnel to work specifically with the private sector.

Private sector unaware of the many positive possibilities in vocational education.

The private sector thinks educators call on it only for money.

Educators like to think they know everything and won't ask for help.

Time.

Money.

The costs related to release time for staff to attend advisory meeting and provide assistance. Most companies who work with the schools are small.

Cost of manpower to contact companies to develop and coordinate cooperative relationships.

Some cases, don't know how to involve for fear of losing control.

Time restraints.

Misconceptions regarding overlap of functions/goals.

MISSOURI
STATE COUNCIL ON VOCATIONAL EDUCATION

P.O. Box 545 • Jefferson City, Missouri 65102 • (314) 751-4384

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Donald M. Claycomb
Executive Director

TO: AVTS DIRECTORS and
COMMUNITY COLLEGE DEANS

FROM: DONALD M. CLAYCOMB

DATE: DECEMBER 8, 1988

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In meeting with individuals in the Department of Elementary and Secondary Education and the Department of Job Development and Training (DJDT), it was decided survey information should be a part of our process. In cooperation with those departments, survey questions were developed for various populations. Questions are in the nature of opinions and estimations and, therefore, can be answered quickly.

Topics addressed on the enclosed forms are as follows:

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If you have any questions, please call. Please return the enclosed survey by December 23 to:

State Council on Vocational Education
P. O. Box 545
Jefferson City, Missouri 65102

Thank you for your input and best wishes for a successful 1989!

cc: Frank Drake
Fred Linhardt

PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION - SURVEY QUESTIONS

1. In your opinion, to what extent has vocational education involved the private sector in the improvement and expansion of its programs?

   Please indicate in the column on the right to what degree these partnerships have contributed to the improvement of vocational education by:

Rating Scale: Significant = S
Moderate = M
Very Little = V
None = N

Meeting specific workplace requirements.....	S	M	V	N
Addressing the unique needs of special populations..	S	M	V	N
Addressing statewide education and training needs...	S	M	V	N
Use of local vocational education advisory committees.....	S	M	V	N
Use of state technical committees for curriculum development.....	S	M	V	N
Use of foundations or other equipment/fund securing activities.....	S	M	V	N

Comments:

2. List the two most common barriers to private sector involvement?

APPENDIX N

SURVEY OF
SELECTED EMPLOYERS
ON PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

SURVEY OF SELECTED EMPLOYERS ON PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

Missouri State Council on Vocational Education - January 1989

PURPOSE: The purpose of this study was to ascertain the extent selected employers believe the private sector is involved in vocational education. Questions considered were:

1. To what extent has vocational education involved the private sector in the improvement and expansion of its programs?

2. What are the most common barriers to private sector involvement?

PROCEDURES: A survey instrument was developed using a report of the National Association of State Councils on Vocational Education and staff input from the Departments of Economic Development and Elementary and Secondary Education, and the Division of Employment Security. A copy of the survey and a letter from Garland Barton, State Chair, Missouri Employer Committees, was sent to approximately 300 Missouri employers. Responses were received from 48 employers for a response rate of approximately 16 percent. The responses were summarized by tallying the responses checked under each respective category on the survey, listing the comments and listing the barriers identified.

FINDINGS: There was a full range of specific responses. Comments indicate areas of concern as well as reflecting a wide range of employer involvement with vocational education. The listing of barriers to private sector involvement ranged from "no barriers" through a broad list of barriers as perceived by the respondents.

CONCLUSIONS: Specific inferences from a response rate of approximately 16 percent would have questionable validity; however, the comments and list of barriers to private sector involvement provides valuable insight into potential issues and areas where improvement in communication is needed. Perhaps this information could provide a springboard for further study.

ACKNOWLEDGEMENT: A special thank you is extended to Steve Oppy, Missouri Employer Committees Coordinator, and Garland Barton, State Chair of the Missouri Employer Committees. Appreciation for support and cooperation is extended to C. Bruce Cornett, Former Director of Employment Security, and Charles Polk, Chief of Employment Service Operations.

PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION - SURVEY QUESTIONS

1. In your opinion, to what extent has vocational education involved the private sector in the improvement and expansion of its programs?

   Please indicate in the column on the right to what degree these partnerships have contributed to the improvement of vocational education by:

Rating Scale: Significant = S
Moderate = M
Very Little = V
None = N

(Numbers indicate responses)

	S	M	V	N
Meeting specific workplace requirements.....	9	18	16	4
Addressing the unique needs of special populations.....	9	23	7	5
Addressing statewide education and training needs.....	7	20	13	4
Use of local vocational education advisory committees.....	11	15	13	5
Use of state technical committees for curriculum development.....	5	18	12	6
Use of foundations or other equipment/fund securing activities.....	7	17	13	6

Comments:

Please call or write if any questions. (name of individual)

Not qualified to respond to last four inquiries.
Am not familiar enough with the various committees/foundations to evaluate.

We have people who work directly with the Lamar Vocational School.

I believe very little has been done to involve vocational education students with the "real world."

Our vo-tech is making a good effort in establishing a partnership with our company.

I have had no involvement with vocational education, therefore don't have any basis on which to answer the above questions.
Our vocational school has just started advisory committees enlisting private work sector.

2. List the two most common barriers to private sector involvement.

Lack of good relationship between vocational administrator and private sector.

Vocational Administrators fail to ask for help.

Lack of time on both parts.

Takes time to plan, time well spent but hard to commit to it.

Very Little, if any coordination with the Division of Employment Security as to the training requirements that need to addressed at the high school level.

Usually unaware of need.

Usually unaware of ways they can help.

Individual needs for each company vary too much for general training. Course curriculum very often does not lend itself to <u>specific</u> training needs.

More industry knowledge would be helpful.

Time of individuals and lack of seeing results for the efforts expended.

Providing the level of skill necessary to enter job force.

No working relationship with the private sector.

Time???

Availability!

Schedule of Meetings

Seeking what is needed in the community.

Have fund for equipment but little help financially for material and upkeep.

Routine programs become so common place that there is lack of funding or space for innovative ideas or real employment training. Example: "Auto Body" and "Mechanics" when real need is in automation of mfg. positions.

Advisory boards must get top management of industry involved.

I am not aware of vocational education involvement with our industry.

Not enough time.

Sometimes lack of interest.

Nursing home sector's needs have been met quite nicely. No barriers experienced.

There seems to be <u>no</u> private sector involvement--I'm not sure why.

We need dietary aides, maintenance and housekeeping personnel.

No one has asked me for assistance or my involvement.

Education--I don't know what's happening with vocational education. I'm always looking for qualified employees. I'm not familiar with how vocational education could help me or I could help them. I need to be educated.

Knowledge of vo-tech programs offered in the area.

Knowledge of how to use Missouri's Vo-Ed system to the advantage of employees.

The information has not been provided to business.

Lack of time.

Non-caring attitude by vocational education administrative staffs.

Communication.

Participative involvement/partnership of needs.

Knowledge of programs.

The perceived conception of the training is below the level that it actually is.

Awareness.

Being asked.

Lack of motivation.

Lack of involvement.

Difficult sometimes to organize small groups for special training.

Availability.

Cost.

Federal program requirements.

Lack of adequate funding and involvement.

Failure to gain a full understanding of specific job requirements for skilled trades.

Failure to seek out assistance from local employers which most would be more than willing to provide.

Lack of knowledge on programs.

More publicity.

Private sector does not wish to get involved with public (tax supported) operations.

Private sector hears very little from vo-ed about their programs.

There does not seem to be a concerted effort on the part of education or industry to become greatly involved. It is a great idea however that has been talked about for a long time.

Cost - I'm not sure that the private sector is willing to pay the cost and the public schools do not have the resources.

There has been an emphasis on academics and a de-emphasis on vocational education at the state level.

Graduation requirements - we require 22 credits in a 4 year program where you can only get 24 credits.

Local office must secure approvals, approvals take forever...paper work and bureaucrats slow or stop the whole process.

Time.

Apathy.

Employers don't know what courses are available.

Full time commitment to the business academic link.

Educators knowledge level of the business community.

Continuing support.

Do they really want the input or is it "window dressing?"

Employment Security

A Division of the Missouri Department of Labor and Industrial Relations

P. O. Box 59, Jefferson City, Missouri 65104

MISSOURI ES

John Ashcroft
GOVERNOR

Jerry M. Hunter
DEPARTMENT DIRECTOR

C. Bruce Cornett
DIVISION DIRECTOR

November 21, 1988

Donald Claycomb
Executive Director
State Council on
Vocational Education
600 Monroe St.
Jefferson City, MO 65101

Dear Mr. Claycomb:

Please find enclosed the copies of the completed surveys that were sent to Missouri employers.

If I can be of any further assistance, please feel free to call me at (314) 751-3828.

Sincerely,

DIVISION OF EMPLOYMENT SECURITY

Steve Oppy

Steve Oppy
MEC Coordinator

SO/tb

Enclosure

RECEIVED
NOV 23 1988
STATE COUNCIL ON
VOCATIONAL EDUCATION

Employment Security

A Division of the Missouri Department of Labor and Industrial Relations

P. O. Box 59, Jefferson City, Missouri 65104

MISSOURI ES

John Ashcroft
GOVERNOR

Jerry M. Hunter
DEPARTMENT DIRECTOR

C. Bruce Cornett
DIVISION DIRECTOR

November 16, 1988

Donald Claycomb
Executive Director
State Council on
Vocational Education
600 Monroe St.
Jefferson City, MO 65101

Dear Mr. Claycomb:

Please find enclosed a copy of the letter and survey questions that was sent to Missouri employers.

We plan to have these completed surveys returned to you no later than November 23, 1988.

If I can be of any further assistance, please feel free to call me at (314) 751-3828.

Sincerely

DIVISION OF EMPLOYMENT SECURITY

Steve Oppy

Steve Oppy
MEC Coordinator

SO/tb

Enclosure

RECEIVED

NOV 18 1988

STATE COUNCIL ON
VOCATIONAL EDUCATION

JOB SERVICE

MEC **Missouri Employer Committees**

"The Cooperation Link"

421 E. Dunklin
Jefferson City, MO 65101
314-751-3215

November 7, 1988

Dear Missouri Employer:

As employers dependent on a productive work force, we share a vital interest in the education, training and motivation of individuals through Missouri's Vocational Education system.

The Missouri Employer Committee is cooperating with the State Council on Vocational Education to determine the extent that vocational education has involved the private sector in the improvement and expansion of vocational training.

The enclosed survey form has been provided by the State Council on Vocational Education. The Council, as part of their responsibility, advise and recommend to the State Board of Education policy and procedures to enhance the provision of Vocational Education.

Your assistance in completing the Council's enclosed survey and returning to the address below by November 17, 1988 is appreciated.

Thank you very much for your time.

Sincerely,

Garland Barton

Garland Barton
State Chair

Enclosure

Mr. Steve Oppy
MEC Coordinator
Division of Employment Security
P.O. Box 59
Jefferson City, MO 65104

PRIVATE SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION - SURVEY QUESTIONS

1. In your opinion, to what extent has vocational education involved the private sector in the improvement and expansion of its programs?

   Please indicate in the column on the right to what degree these partnerships have contributed to the improvement of vocational education by:

	Rating Scale: Significant = S, Moderate = M, Very Little = V, None = N			
Meeting specific workplace requirements.....	S	M	V	N
Addressing the unique needs of special populations...	S	M	V	N
Addressing statewide education and training needs....	S	M	V	N
Use of local vocational education advisory committees.....	S	M	V	N
Use of state technical committees for curriculum development.....	S	M	V	N
Use of foundations or other equipment/fund securing activities.....	S	M	V	N

   Comments:

2. List the two most common barriers to private sector involvement.

APPENDIX O

DATA
DIVISION OF JOB DEVELOPMENT AND TRAINING

State of Missouri

John Ashcroft, Governor

Department of Economic Development

Carl M. Koupal, Jr., Director

Division of Job Development & Training
221 Metro Drive
Jefferson City, Missouri 65109
(314) 751-4750

RECEIVED

JAN 3 1989

STATE COUNCIL ON
VOCATIONAL EDUCATION

December 29, 1988

MEMORANDUM FOR DON CLAYCOMB

From: Michael Hartmann MH

Subject: State Council on Vocational Education Evaluation Survey

You will find attached the data elements we have previously discussed and agreed to provide you in cooperation with your evaluation of "coordination" between vocational education and the Job Training Partnership Act (JTPA). In your absence, my staff transmitted this information to Ms. Linda Turnbull by telephone today.

Obviously, we have simply recorded the requested information on the form provided with your evaluation proposal. Please note that there are three (3) issues which remain left to your discretion and interpretation:

- The category of welfare recipients is subject to interpretation by the definition of "welfare". We have provided a subset of recipients by welfare type for your information;

- We know of no resource for collecting information regarding JTPA participants by measured reading levels. Our efforts to assist in the establishment of "at-risk" youth centers throughout the state may lead to gathering this data in the future, but not at present; and

- Available information regarding Teenage Parent is subject to interpretation according to relationship. We have only information about the age of persons who are "single heads-of-household". Although the data bases would define dependents within these households as age 18 or younger, it would not establish a parental relationship; only teenage heads-of-household with teenage dependents.

I hope this information is helpful to your analysis and should you have questions, please contact Clinton Flowers or myself.

MH/JCF/sb

enclosure

MISSOURI
AT WORK

II. Job Training Partnership Act

A. POPULATIONS WITH SERIOUS BARRIERS TO EMPLOYMENT

1. What percentage* of JTPA clients had the following characteristics in 1986 and 1987 (July 1, 1986-June 30, 1988)?

		Percentage 1986	1987
*(a)	Welfare recipients (Total)	46%	47%
(b)	High school dropouts	28%	31%
(c)	Measured reading levels	N/A	
	4th grade or below		
	5th to 7th grade		
	8th grade and above		
(d)	Handicapped	7%	7%
(e)	Limited English Proficient (LEP)	1%	1%
(f)	Single parents	20%	21%
(g)	Criminal offenders	5%	5%
(h)	Displaced homemaker	1%	1%
(i)	Veteran	9%	10%
** (j)	Teenage parent ** age 0-19, Single-head-of-household	2%	2%
* (k)	Other (please specify) Welfare (less SSI)	19%	19%
	Food Stamps	27%	28%

*Total may exceed 100% to the degree that clients fit multiple categories.

B. PERFORMANCE STANDARDS

1. To what extent do performance standards influence recruitment and/or enrollment practices?

_____Always _____Usually _____Occasionally _____Never

(a) If they do, in what ways?

2. To what extent do the performance standards hinder JTPA from serving the populations most at risk?

_____Always _____Usually _____Occasionally _____Never

(a) If they do, in what ways?

APPENDIX P

THE ROLE OF VOCATIONAL EDUCATION IN ECONOMIC DEVELOPMENT

THE ROLE OF VOCATIONAL EDUCATION IN ECONOMIC DEVELOPMENT

A number of factors are on the typical list of economic development components. Some of them are community climate, financing, taxation, site availability, utilities, work force, transportation, and education. A breakdown of the education component might include quality elementary and secondary education for the children of employees, higher education and sources of training for workers. Vocational education would be on most lists as a source of training for workers.

The role of vocational education in economic development means different things to different people. During the past several months, the State Council on Vocational Education has sought input from a variety of sources with regard to the topic. In addition to educating students for employment and providing customized training, a wide range of issues were mentioned from dealing with school dropouts through providing more money for education. It has been pointed out that different issues can either provide a boost to or drag on the economy of Missouri. In other words, money saved does as much for the bottom line as money earned. Reducing the dropout rate of high

school students becomes an economic development issue when considering earning power lost and the cost of social care. The financing of education becomes an economic development issue when considering the necessity of a competent work force.

In the context of helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and provide training for the displaced, the following recommendations are made:

1. The State Council on Vocational Education recommends the Departments of Elementary and Secondary Education and Economic Development develop a handbook that could be used at the local level in planning and implementing training aimed at helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and assisting the displaced. Such a handbook should also outline the roles that could be played in a coordinated economic development effort by key players from the private sector, government and education.

2. The State Council on Vocational Education recommends the Department of Elementary and Secondary Education conduct inservice activities informing vocational educators of the components of economic development

and the role of vocational education in helping maintain and expand present business/industry, attract new business/industry including fostering entrepreneurship, and provide training for the displaced. Such activities should encourage vocational educators to take an active role in economic development efforts.

3. The State Council on Vocational Education recommends activities be conducted between employers and educators that bring about a greater understanding by educators of the needs of business/industry and a greater understanding by employers of the ability of education to respond in a timely manner.

4. The State Council on Vocational Education recommends the Departments of Elementary and Secondary Education and Economic Development develop a plan of implementation of the above recommendations prior to January 1, 1990.

APPENDIX Q

DISTRIBUTION OF SPENDING AND OTHER SELECTED STATISTICS ON VOCATIONAL EDUCATION FOR MISSOURI

Selected statistical information relating to finance and enrollment is summarized in six tables presented in this report. The source of information for each table was the Department of Elementary and Secondary Education. The Council is indebted to Delbert Lund and Kenneth Werner for their assistance.

TABLE I, FINANCIAL DATA, is a reporting of federal, state, local and total expenditures by various categories. Classification by secondary, postsecondary, or adult is self-explanatory in some cases and by judgment in others. In most cases it is not possible to ascertain a division of expenditure by these categories. Percentage of expenditure by local, state, and federal varies greatly among the various categories. Elimination of federal funds would range from virtual elimination of some categories while having little immediate effect on other categories.

TABLE II, EXPENDITURE BY FINANCIAL INSTITUTION, reports federal, state, and local expenditures for area vocational schools, comprehensive high schools, community junior colleges, four year colleges, other institutions or primarily state schools, and state administration. Withdrawal of federal support would have the greatest effect on state school programs, four year colleges, and support for state administration. The greatest percentage of local support is provided to comprehensive high schools and community junior colleges.

TABLE III, ENROLLMENT BY LEVEL AND TYPE OF INSTITUTION, reports secondary, adult, postsecondary, bilingual, and total enrollment by area vocational schools, comprehensive high schools, community junior colleges, four year colleges, and other or primarily state schools. By far, the greatest number of adults are enrolled through area vocational schools while comprehensive high schools enroll the largest number of secondary students. Most postsecondary students are enrolled by community junior colleges with a much smaller number being enrolled by four year colleges.

TABLE IV, ENROLLMENT BY SEX, RACE, SPECIAL NEED, LEVEL AND TYPE OF INSTITUTION, reports male, female, black, white, other race, disadvantaged, handicapped, and bilingual by secondary, postsecondary, and adult within area vocational schools, comprehensive high schools, community junior colleges, four year colleges, and other being primarily state schools. Total enrollment is 44 percent male and 55 percent female. This represents a major shift from FY'86 when the enrollment was 53 percent male and 47 percent female. Area vocational schools is the only institutional category with a greater percentage of males than females.

TABLE V, SERVICE AREA SUMMARY REPORT, reports secondary, postsecondary, and adult data by number of districts, number of teachers and number of students for agriculture, business and office, distributive education, health, consumer home economics, occupational home economics, trade and technical, industrial

arts, and special needs. The largest service area of enrollment for secondary students is industrial arts followed by consumer home economics. Business and office has more than two times as many postsecondary students as any other service area. The service area having the greatest number of adults is trade and technical, followed by business and office, and then by consumer home economics. Six thousand seven hundred and forty (6,740) teachers are employed in vocational education and industrial arts.

TABLE VI, ENROLLMENT STATISTICS, reports enrollment for years 1976 through 1988 by secondary, postsecondary, adult and total for agriculture, consumer home economics, occupational home economics, business and office, distributive education, health, vocational industrial, special programs, and totals. Secondary, postsecondary, and adult enrollments for 1986 are all greater than 1976. Adult enrollment dropped for the first time in many years. Secondary enrollment has increased each of the last three years.

TABLE 1
FINANCIAL DATA
FY '88

VOCATIONAL EDUCATION EXPENDITURE	FEDERAL	%	STATE	%	LOCAL	%	TOTAL
State Administration	$ 1,092,006	50	$ 1,079,534	50	$ 0	0	$ 2,171,540
Regular Secondary Programs (1)	459,041	01	15,661,349	39	23,747,940	60	39,868,330
Adult Programs (2)	1,974,883	18	5,567,464	50	3,605,606	32	11,147,953
Postsecondary Programs (3)	279,759	01	3,240,066	18	14,831,459	81	18,351,284
Guidance & Placement	1,355,445	27	928,263	19	2,717,062	54	5,000,770
Handicapped	1,681,038	49	0	0	1,758,489	51	3,439,527
Disadvantaged	3,628,899	49	16,888	<1	3,738,974	50	7,384,761
Displaced Homemakers (3)	1,414,150	95	70	<1	60,863	04	1,475,083
Sex Bias	557,768	95	0	0	27,518	05	585,286
Corrections (1)(2)	157,935	99	0	0	29	<1	157,964
Personnel Development	883,396	40	296,089	13	1,028,273	47	2,207,758
Curriculum Development	1,323,159	69	88,179	05	506,330	26	1,917,668
Industrial Arts	0	0	139,083	52	127,807	48	266,890
High Technology Centers (2)	0	0	175,094	63	101,301	37	276,395
Customized Training (2)	0	0	2,882,697	48	3,168,451	52	6,051,148
Local Administration	275,344	06	1,777,425	38	2,663,169	56	4,715,938
Program Improvement & Evaluation	2,789,122	44	16,920	01	3,491,687	55	6,297,729
Construction	0	0	679,250	49	695,194	51	1,374,444
Home Economics	660,779	77	136,035	16	60,755	07	857,569
Vocational Preparation	0	0	361,906	46	427,088	54	788,994
Community Based Organizations	162,315	97	0	0	4,929	03	167,244
TOTALS	$18,695,039	16	$33,046,312	29	$62,762,924	55	$114,504,275

(1) Secondary
(2) Adult
(3) Postsecondary

TABLE II
EXPENDITURE BY FINANCIAL INSTITUTION
FY '88

INSTITUTION	FEDERAL	%	STATE	%	LOCAL	%	TOTAL
AVS	$ 9,544,704	17	$21,903,260	39	$24,202,127[1]	44	$ 55,650,091
CHS	2,320,642	10	3,949,759	17	16,632,155	73	22,902,556
CJC	4,268,549	15	4,926,997	18	18,828,125	67	28,023,671
4 Year	1,311,203	25	1,011,668	19	2,999,187	56	5,322,058
Ot/SS	157,935	36	175,094	40	101,330	24	434,359
State Total	17,603,033	16	31,966,778	28	62,762,924	56	112,332,735
State Administration	1,092,006	50	1,079,534	50	0	0	2,171,540
TOTALS	**$18,695,039**	**16**	**$33,046,312**	**29**	**$62,762,924**	**55**	**$114,504,275**

[1] $679,250 Area School Construction Is Added In

AVS - Area Vocational Schools
CHS - Comprehensive High Schools
CJC - Community Junior Colleges
4 Year - Four Year Colleges
Ot/SS - Other/State Schools

TABLE III
ENROLLMENT BY LEVEL AND TYPE OF INSTITUTION
FY '88

INSTITUTION	SEC	ADL	PS	BIL	TOTAL
AVS	22,187	60,174	0	44*	82,361
CHS	95,536	15,778	0	0	111,314
CJC	29	17,043**	42,591	283*	59,663
4 YEAR	0	7,923	1,815	0	9,738
Ot/SS	0	268	0	0	268
TOTAL	**117,752**	**101,186**	**44,406**	**327***	**263,344**

SEC - Secondary
ADL - Adult
PS - Postsecondary
BIL - Bilingual
AVS - Area Vocational Schools
CHS - Comprehensive High Schools
CJC - Community Junior Colleges
4 YEAR - Four Year Colleges
Ot/SS - Other/State Schools

*Special Needs Services only not included in enrollment.

**There are 2,552 adults enrolled at districts designated as AVS as well as CJC.

TABLE IV
ENROLLMENT BY SEX, RACE, SPECIAL NEED, LEVEL AND TYPE OF INSTITUTION
FY '88

INSTITUTION LEVEL	TOTAL	MALE	%	FEMALE	%	BLACK	WHITE	OTHER	DA	HC	BL
AVS											
SEC	22,187	14,278	64	7,909	36	2,760	19,224	203	6,537	2,957	0
ADL	60,174	32,554	54	27,620	46	5,092	54,446	636	2,651	759	44
Total	82,361	46,832	57	35,529	43	7,852	73,670	839	9,188	3,716	44
CHS											
SEC	95,536	32,936	35	62,600	65	11,180	83,637	719	19,166	3,332	
ADL	15,778	4,703	30	11,075	70	578	15,028	172	6,053	148	
Total	111,314	37,639	34	73,675	66	11,758	98,665	891	25,219	3,480	
CJC											
SEC	29	26	90	3	10	0	29	0	29	0	
PS	42,591	19,340	45	23,251	55	5,235	35,737	1,619	6,568	439	
ADL	17,043	7,120	42	9,923	58	3,914	13,025	104	1,908	688	283
Total	59,663	26,486	44	33,177	56	9,149	48,791	1,723	8,505	1,127	283
4 YEAR											
PS	1,815	698	38	1,117	62	64	1,700	51	148	8	
ADL	7,923	3,069	39	4,854	61	252	7,661	10	44	49	
Total	9,738	3,767	39	5,971	61	316	9,361	61	192	57	
Ot/SS											
SEC	0	0	0	0	0	0	0	0	0	0	
ADL	268	58	22	210	78	112	155	1	0	0	
Total	268	58	22	210	56	112	155	1	0	0	
STATE TOTAL	**263,344**	**114,782**	**44**	**148,562**	**55**	**29,187**	**230,642**	**3,515**	**43,104**	**8,380**	**327**

DA-Disadvantaged; HC-Handicapped; BL-Bilingual; AVS-Area Vocational Schools; SEC-Secondary; ADL-Adult; CHS-Comprehensive High Schools; CJC-Community Junior Colleges; 4 YEAR-Four Year Colleges; Ot/SS-Other State Schools

TABLE V
SERVICE AREA SUMMARY
FY '88

	Secondary			Postsecondary			Adult		
	# of Districts	# of Teachers	# of Students	# of Districts	# of Teachers	# of Students	# of Districts	# of Teachers	# of Students
Agriculture	242	293	13,017	9	30	371	95	24	3,721
Business and Office	245	402	9,280	24	506	24,783	68	481	23,959
Distributive Education	163	233	10,747	17	400	3,529	20	112	11,964
Health	57	67	1,156	17	323	4,452	52	245	8,120
Home Economics (Consumer)	388	684	67,681	1	4	6	21	114	17,722
Home Economics (Occupational)	27	46	1,158	12	100	1,504	17	37	6,133
Trade and Technical	110	552	13,890	20	376	9,761	52	617	29,567
Industrial Arts (all levels)	400	1,064	98,300	---	---	---	---	---	---
Special Needs (Voc. Prep.)	16	30	823	---	---	---	---	---	---
TOTAL	**1,248**	**2,307**	**117,752**	**100**	**1,739**	**44,406**	**325**	**1,630**	**101,186**
TOTAL (including Industrial Arts)	**1,648**	**3,371**	**216,052**						

TABLE VI
ENROLLMENT STATISTICS
FY '88

LEVEL/YEAR	1976	1977	1978	1979[2]	1980[2]	1981[2]	1982[2]	1983[2]	1984[2]	1985[2]	1986[2]	1987[2]	1988[2]
Secondary	151,059	149,200	151,073	160,749	157,270	163,260	154,329	148,361	140,643	195,626[4]	179,167[4]	181,818	216,052
Postsecondary	27,379	29,771	40,483	22,759	28,617	29,941	38,961	39,748	41,371	56,301	42,752	44,324	44,406
Adult	47,209	49,305	40,631	59,035	69,948	80,451	81,075	90,708	85,461	102,707	109,480	114,206	101,186
TOTALS	**225,647**	**228,276**	**232,187**	**242,543**	**255,835**	**273,652**	**274,365**	**278,817**	**267,475**	**354,634**	**331,399**	**340,348**	**361,644**

PROGRAM/YEAR	1976	1977	1978	1979[2]	1980[2]	1981[2]	1982[2]	1983[2]	1984[2]	1985[2]	1986[2]	1987[2]	1988[2]
Agriculture	23,432	21,727	22,306	22,339[3]	22,323[3]	20,878[3]	20,569[3]	20,637[3]	21,265[3]	20,033[3]	18,567[3]	17,567	17,109
Cons Home Economics	77,711	77,949	82,076	86,715[3]	86,791[3]	88,774[3]	86,329[3]	86,915[3]	84,090[3]	90,675[3]	91,031[3]	88,817	85,409
Occ Home Economics	6,043	5,772	5,219	5,382	7,682	4,961	3,883	4,825	4,009	5,944	6,209	7,513	8,795
Business/Office	32,105	26,794	28,756	28,884	33,010	32,812	33,312	38,928	42,371	45,221	50,059	62,696	58,022
Distributive	19,088	19,719	14,479	15,406	15,665	14,967	13,877	14,863	17,070	24,335	24,166	23,136	26,240
Health	8,923	9,983	9,895	9,408	16,060	21,329	26,816	15,447	11,572	11,548	12,488	16,548	13,728
Voc Industrial	44,875	47,649	47,403	60,043	57,921	58,775	52,419	57,637	52,226	121,942[4]	126,387[4]	123,156	151,518
Special Programs	22,106	18,683	22,053	14,366	16,383	31,156	37,160	39,565	34,872	34,936	2,492	915	823
TOTALS	**234,283**[1]	**228,276**	**232,187**	**242,543**	**255,835**	**273,652**	**274,365**	**278,817**	**267,475**	**354,634**	**331,399**	**340,348**	**361,644**

[1] Duplication between program areas causes this total to be larger than the total of levels.

[2] Enrollments are class summaries.

[3] State Department of Elementary and Secondary Education unduplicates secondary counts by a factor of .7 for Agriculture and .75 for Cons Home Economics.

[4] Includes Industrial Arts (62,181).

SOURCE: Department of Elementary and Secondary Education

APPENDIX R

THE ROLE OF VOCATIONAL EDUCATION IN MISSOURI'S ECONOMIC DEVELOPMENT: WHAT CAN WE LEARN FROM OTHER STATES?

(Report by Dr. David Stevens)

MISSOURI
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MISSOURI
STATE COUNCIL ON
VOCATIONAL EDUCATION

THE ROLE OF VOCATIONAL EDUCATION IN MISSOURI'S ECONOMIC DEVELOPMENT: WHAT CAN WE LEARN FROM OTHER STATES?

David W. Stevens
Professor of Economics
University of Missouri-Columbia

This paper has been prepared for the Missouri State Council on Vocational Education. The author accepts sole responsibility for the views that are expressed, and no endorsement of these views by the Missouri State Council on Vocational Education is implied.

ACKNOWLEDGEMENTS

The author thanks Don Claycomb, Executive Director of the Missouri State Council on Vocational Education and the Council members who offered valuable comments on earlier drafts of this manuscript. Denise Bellinghausen conducted the survey of states that was necessary to update information collected earlier under Ford Foundation sponsorship. Vickie Bowlin performed her usual miracles to prepare the final manuscript.

THE ROLE OF VOCATIONAL EDUCATION IN MISSOURI'S ECONOMIC DEVELOPMENT: WHAT CAN WE LEARN FROM OTHER STATES?

INTRODUCTION

What do business people and suitors have in common? Both must keep a wary eye on the competition. This paper is about competition. The essence of competition is rivalry. We assert the right to choose when and from whom to purchase. The expression of this freedom imposes a cost—uncertainty. We do not know today who will win and who will lose tomorrow. This does not mean that we passively await the market's decision. Both individually and collectively we attempt to tilt the odds of winning in our favor. Here we examine steps that have been taken in other states to gain a competitive advantage. Our purpose in this review is to learn lessons that can be applied in Missouri to optimize vocational education's role in the economic development process.

THE SHOW ME STATE

This paper is also about leadership. The states that appear to have gained a competitive advantage are those that quickened the pace and stepped out ahead of the pack. The edge gained was often fleeting however, as others reacted to close the gap. In a long-distance race a record time is often set by someone who is energized by a pacesetter who then fades in the late stages of the event.

There are two kinds of lessons to be learned here. One is how to maintain the pace so Missouri doesn't fall behind the pack. And the second is how to step out ahead as the pace setter. We can remain the Show Me state, or we can choose to become the Follow Us state.

THE FUTILE SEARCH FOR A MAGIC FORMULA

The first, and perhaps most important lesson to be learned is that there is no universal panacea. Advantage is gained by innovating. In 1957, when Governor Luther Hodges offered New England textile manufacturers a trained workforce if they would move to North Carolina, this was a bold new state initiative. Today, 44 other states have followed North Carolina's lead.

A second lesson to be learned is that success is often both time– and place–specific. The essential ingredients of this success may not be replicable. California had a "window of opportunity" in 1982 when a statutory reduction in the unemployment compen-

sation tax rate was required. Legislators took advantage of this one–time chance to create an Employment Training Fund without "raising" taxes. Alerted by this action lobbyists in other states have killed comparable initiatives.

In 1983 the General Assembly of the State of Iowa established an Iowa Industrial New Jobs Training Program. Community college districts were authorized to sell certificates in regular security markets backed by anticipated tax revenues and tax credits. Missouri enacted similar legislation in 1988. However, in the interim the Congress had enacted Federal tax legislation that prohibits Missouri certificates from enjoying the same tax advantages as Iowa's.

A third lesson is that there is very little "hard" evidence documenting what works in the economic development arena. Waves of emulative actions spread across the nation as Governors and legislators act to protect their constituents' interests. The extraordinary speed with which higher academic standards were enacted throughout the country in response to **A Nation at Risk** illustrates this lesson. Elsewhere, I have referred to this phenomenon as "orbits of coercive comparison". This is an organized labor term dating from the 1940s, which refers to the spread of wage or benefit changes through the economy.

A fourth lesson is that most initiatives are irreversible. Once the rules of the game are changed new spending coalitions form. Federal vocational education and employment and training legislation beginning with the Manpower Development and Training Act of 1962 has created both public– and private–sector vendors with a vested interest in the perpetuation of funding for their services. To the extent that service capabilities fail to adapt to changes in the economy these spending coalitions can act as a drag on the nation's competitiveness.

A fifth lesson is that product life-cycles are becoming shorter with attendant effects on training requirements. Major corporations are terminating long–standing collaborative relationships with community colleges because the life–span of the required skills is too brief to develop and maintain an external delivery capability.

And a final lesson, which promises to have a profound effect on vocational education in Missouri, is that production of both goods and services is being decentralized. Just–in–time inventory practices in auto assembly have transformed the geography of component parts production. Communication technologies have altered the financial services sector. Both the "how" and "where" decisions now reflect small–scale production economies that did not exist even five years ago.

Weaving these six lessons together into a single theme: Change is pervasive, irreversible, and its pace has quickened; standardization is receding; windows of opportunity are time– and place–specific; and there is meager hard evidence about what leveraging tactics really work.

THE DOUGHNUT VERSUS THE HOLE

Think of current employment as the doughnut and the skills that are required by new technologies as the hole. Where should vocational education priorities be placed to promote economic development in Missouri? "[E]ven with 25 years of rapid growth in computers, there were, in 1980, still more hand bookkeepers in the United States than all workers of the computer–related occupations combined."[1]

There is a skill–training life cycle.[2] When a new technology is created only the innovator knows the required skills. When this new technology is first introduced in the workplace the equipment manufacturer must acquaint the employees with its features. As adoption of the technology spreads a pool of qualified individuals builds, so subsequent adopters of the technology no longer have to turn to the equipment manufacturer for training; they can raid a previous adopter. At some point, adoption of the technology may reach a critical threshold beyond which it becomes attractive for public– or private–sector vendors to offer the required training. Ultimately, the technology passes from the maturity stage to obsolescence, at which point continued training is unnecessary.

Unfortunately, the duration of this skill–training life cycle is not predictable. Obsolescence is not a single event. A variety of technologies are observable in any industry – few enterprises exhibit state–of–the–art practices. But one statement can be made with complete confidence: All parts of the state, and all industries, will experience the full cycle of innovation, maturation, and obsolescence sometime. The more diversified the local economy, the less vulnerable its residents are to decline, since individual industries will be at different points in the cycle at any time.

Vocational educators obviously are affected by this skill–training life cycle. Perhaps less obviously, they also can affect the duration of the cycle. Management decisions to adopt a new technology depend, in part, upon adoption costs, market standards, and an ability to make informed evaluations of the new technology.[3]

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1 Jerome A. Mark, "Technological change and employment: some results from BLS research," **Monthly Labor Review**, 110:4 (April 1987) 29.

2 Patricia M. Flynn, **Facilitating Technological Change: The Human Resource Challenge** (Cambridge, MA: Ballinger Publishing Company, 1988) 19.

3 Richard M. Cyert and David C. Mowery, editors, **Technology and Employment: Innovation and Growth in the U.S. Economy** (Washington, DC: National Academy Press, 1987) 45–47.

Each of these three considerations can be influenced by vocational educators. Adoption costs are a function, in part, of who bears the costs of training. Market standards are a function, in part, of the capability of the industry to meet desired levels. And the ability to make informed evaluations of new technologies can be enhanced through external advice.

Examples of how other states have responded to these opportunities are offered in the following pages.

CHOICE: FRIEND OR FOE?

Consider the following assertion: "Forecasting implies that choice plays a minor role."[4] The point is that forecasting implies determinacy—an ability to predict future events. The exercise of choice is upsetting only when the rules that are applied change. We can choose to stay in bed in the morning (and occasionally do so!), but the decision rules are stable enough that our employer can assume we won't.

The challenge to vocational educators is that some of the decision rules have changed: There has been a fundamental reversal in the relationship between human beings and natural resources. Historically, resource limits determined what could be produced. Today, materials science and engineering advances permit resources to be "customized" in response to a specific requirement (e.g., gene–splicing and ceramic–matrix composites).[5] The range of choices has multiplied manyfold. This reduces our ability to persist in confident assertions that tomorrow will be pretty much like today.

What Peter Drucker calls an "uncoupling" of resource endowments and economic horizons is particularly compelling for Missourians, who have already witnessed the virtual demise of the mining and leather–based industries.

BUT, WHY LOOK BEYOND OUR OWN BORDERS?

We must be alert to what other states are doing for both defensive and offensive reasons. Defensively, we need to know what the competition is offering. Economic development builds an inertia that is difficult to slow down. Other things equal, many of the players exhibit a desire to be where the action is. Offensively, we should be in-

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4 U.S. Congress, Office of Technology Assessment, **Technology and the American Economic Transition: Choices for the Future**, OTA–TET–283 (Washington, DC: U.S. Government Printing Office, May 1988) 4.

5 Joel P. Clark and Merton C. Flemings, "Advanced Materials and the Economy," **Scientific American**, 255:4 (October 1986) 51.

terested in creative initiatives devised by others that might be recast into equally imaginative ideas for adoption in Missouri.

WHAT DO ECONOMISTS KNOW?

Economists know only one thing for sure: People are skeptical about what we know! The competitive process is essential to the story that is being told, and to the analysis that lies hidden from view. Visualize the U.S. economy as a stage. It is 1988 when the curtain falls on Act 1. The sounds of stage props (public and private institutions) being moved and of actors (you and me) repositioning themselves are heard but not seen by the audience. It is the year 2000 when the curtain rises again. The economy looks different. The actors are in different places playing new roles and the stage props are unlike those seen in the previous Act. One of the economist's tasks is to anticipate what this new stage setting will look like, and to offer advice about ways to modify it if this scene is unsatisfactory.

Many good things are already happening in Missouri. Our attention is not cast elsewhere with indifference toward what is going on here at home, or toward what Missouri's vocational educators already know about what is happening elsewhere. But, with respect to vocational education's role in economic development, there are some external activities that are worthy of study.

ON RECIPROCITY

Vocational educators in Missouri will have an unprecedented opportunity in the 1990s to promote the state's economic development for two reasons:

(1) employers will ask more from state and local governments; and,

(2) employers are expected to face uneven but pervasive shortages of qualified recruits.

The flip–side of this is that vocational educators will be empowered to ask more from employers. How these new coalitions form and prosper will determine what role vocational education plays in Missouri's economic development.

THE CHOICE AMONG STATES

Beginning in 1985 information has been collected from all of the 50 states about their commitment of state general revenue funds to industry–specific training activities. This information was updated during the spring of 1988.

It is recognized that these activities only complement the core vocational education programs conducted through Federal, state and local funding. However, this is the cutting–edge of innovative state actions in support of economic development.

Only five states do not commit state revenues to industry–specific training purposes: Alaska, Arizona, New Hampshire, South Dakota, and Wyoming. North Carolina kicked things off in 1957. Arkansas, Florida, Georgia, Maryland, Oklahoma, South Carolina, and West Virginia followed suit during the 1960s. Alabama, Connecticut, Illinois, Louisiana, Tennessee, Texas, and Vermont joined the crowd in the 1970s. The remaining thirty states have all enacted legislation during the 1980s.

The forty–five states that currently have industry–specific training programs can be classified among five administrative categories:

- administered through a state education agency (14);
- administered through a state economic development agency (14);
- administered through a state labor/industrial relations agency (5);
- administered through an independent state authority (4); or,
- administered through multiple state agencies, either jointly (3) or separately (5).

Eight states have been chosen from these forty–five, based on information provided in response to our recent inquiries. The Georgia and Oklahoma approaches are highlighted because they are administered through state education agencies, and because each has refined a program that began more than twenty years ago. (Missouri got into the act in 1982.) New York's program is examined because it is a late–comer (1984) administered through a state education agency.

California has an independent authority and a Community Colleges based program, both of which were enacted in 1982. Florida has a twenty–year old education program that was complemented in 1985 by an independent authority. These two states offer an interesting contrast of organizational dynamics.

Illinois is unique in having three programs – an independent authority, and programs separately administered through education and economic development agency auspices. Minnesota has only an independent authority, which is challenged by an informal education effort that has not received statutory recognition. And Wisconsin has a program administered through its economic development agency, with strong support from the education system.

These eight examples – CA, FL, GA, IL, MN, NY, OK, and WI – offer a variety of approaches to addressing a common problem facing all of the states: how to demonstrate to employers a responsiveness to their training needs, while maintaining an appropriate balancing of public and private interests?

An emerging question that each of the states is grappling with is: How do we demonstrate an ability to say no to employers who request state sharing of their training costs? The importance of this issue is growing by leaps and bounds as employers move along a learning curve of awareness about these industry–specific training resources.

Work–site learning is a pivotal element in vocational education's future. Basic skills, an ability and desire to continue to learn, problem–solving curiosity, and attitudes conducive to teamwork and change are the keys to unlock the future.

CASE STUDIES

These case studies are organized under four subheadings:

(1) multiple administrative agencies – IL, FL and CA;

(2) early education players – GA and OK;

(3) a late education player – NY; and,

(4) two examples of dancing without a partner – MN and WI.

Multiple Administrative Agencies

Illinois. Today, Illinois is unique among the states in having three independent state-funded subsidized training programs, each of which is specifically intended to address the state's economic development interests:

(1) an Industrial Training Program authorized in 1979 and administered through the Department of Commerce and Community Affairs;

(2) an independent Prairie State 2000 Authority created in 1985 through a restructuring of a 1983 Prairie State 2000 Fund Act; and,

(3) a High Impact Training Services program controlled by the State Board of Education, also established in 1985.

The timing and sequence of these legislative enactments offers useful insights. The Industrial Training Program was created under economic development agency control following previous similar enactments in Louisiana ('75), Vermont ('77), and Tennessee and Texas ('78).

Vocational education is an eligible provider of services, but the focus of this initiative is on–the–job training subsidies. The key eligibility criterion is expansion of produc-

tion, which is defined as "a permanent increase in production that results in the addition of personnel through additional work shifts and/or facilities in excess of normal growth or turnover." Imagine yourself having to define "permanent increase in production" or "in excess of normal growth or turnover"! The intent is clear, but in practice there is substantial room for contentious debate.

It is reasonable to conclude that the Industrial Training Program is designed to target winners – enterprises whose production is expanding. A reasonable question, then, is: "Why is there a need for state subsidy?" The answer is very important for vocational educators to hear: The stated purpose of public expenditures in support of economic development is to reduce the cost–of–doing business in the state, period. This makes production in the state more attractive, which *may* (not will) translate into a net benefit for the state's residents.

A corollary principle that is repeated time and time again is: "Do not intrude on traditional management prerogatives." The message for vocational educators, and for any other presumptive provider of training services, is to be a least cost and timely vendor of a desired quality of training, offering candidates who are fully acceptable to the employer, or to stand aside.

This contrasts with the individual advocacy goals stated in the Carl D. Perkins Vocational Education Act. The current tension between employer and employee advocacy may diminish in the 1990s if the predicted labor shortages actually happen; but the 1980s have witnessed vigorous competition among the states to offer profitable employers general revenue funds with few, if any, strings attached.

The independent Prairie State 2000 Authority grew out of an attempt in 1985 to establish individual training accounts as a complement to unemployment compensation eligibility. The original intent of the legislation has not been fulfilled, but the opportunity to offer economic development enticements beyond the control of traditional state education and employment and training agencies was too attractive to let the authority die.

Today the Prairie State 2000 Authority offers two programs, both targeted to very different constituencies than the Industrial Training Program's expanding industries. An Individual Training Assistance Program offers job training vouchers valued at up to $2,000 for unemployed individuals who are Illinois residents and are covered by the state's unemployment compensation law. Vouchers valued at up to $1,000 are offered to individuals who face "the threat of layoff without retraining." These vouchers are redeemable at both public– and private–sector training institutions to cover such expenses as tuition, fees, supplies and administrative costs.

The Prairie State 2000 Authority also offers an Employer Training Assistance Program, which is available to any enterprise that is covered by the state's unemployment compensation program "regardless of employment trends." The goal in this effort is to assist Illinois employers "who are not currently making a profit or who have had a poor

profit picture in the last few years." Profitable firms that are reinvesting these retained earnings in capital, leaving inadequate resources for training, are also eligible for assistance. Both loan awards with foregiveness provisions, and outright grants are offered.

An essential criterion in the Prairie State 2000 Authority's approval process is evidence that the training subsidy will really make a difference in the enterprise's profit outlook. Short–term cost savings in ongoing training commitments are not enough; there must be some indication that the proposed training will have a fundamental impact on the production process, which in turn can be expected to affect the firm's competitive standing.

The Prairie State 2000 Authority and California's Employment Training Panel program (see below) are cooperating with the National Commission for Employment Policy and the National Governors' Association to develop an appropriate measurement procedure that will permit refined performance–based contracting. The goal of this effort is to be able to require evidence of organizational productivity enhancement as a condition for reimbursement of training costs. This activity should be monitored by all of the states, who will be under increasing pressure from state legislators to show evidence that the state funds are not simply substituting for the firm's own funds that have been diverted to other uses.

The High Impact Training Services program was authorized in the same year, 1985, that the Prairie State 2000 Authority was reorganized to offer the Individual Training Assistance Program and the Employer Training Assistance Program. It is clearly a defensive response on behalf of the Illinois State Board of Education (i.e., community colleges, area vocational centers and comprehensive high schools.)

The High Impact Training Services program is a standard "quick–start" activity that is intended to involve the public training institutions in short–term (less than one–year) training relationships with local employers. Missouri already has a similar capability.

Illinois is offered as the first case–study from which a lesson can be learned because it illustrates how different constituencies can sequentially prevail with the legislature to bolster their own turf. Vocational education is not barred from either the Industrial Training Program or the Prairie State 2000 Authority programs, but neither is it a major player in either of them. The High Impact Training Services program offers the traditional vocational education system an incentive to market themselves more aggressively among the state's employers.

You will recall that the first paragraph of this paper stated that competition would be a theme. Well, we have illustrated competition in Illinois: three programs – one serving "winners"; a second serving "endangered species"; and the third overlapping each of these. Is this competition, or is it duplication? When are multiple public authorities that offer similar, if not identical, services desirable? These are complex issues that will become clearer as we proceed through the other case studies.

The essential Illinois lesson, which we have also seen play out in the Missouri legislature this year, is that each interest group can be expected to persist in its efforts to gain and then maintain turf. The state's economic development policy can become a side issue in these deliberations at times. Employers remain confused about subsidies that are available and the criteria by which proposals are evaluated. (I have been contacted by three national corporations in the past two months seeking information about each state's industry–specific training program(s).)

Florida. In 1968 Florida became the sixth state to establish an industry–specific training program—all administered through state education agencies. Arkansas and Maryland would follow suit in 1969, before Louisiana broke ranks in 1975 by establishing the first such program administered through a state economic development agency.

The Industry Services Training Section is in the Division of Vocational, Adult & Community Education, Florida Department of Education. Administratively this is comparable to Missouri's Industry Training Program, which is conducted within the Division of Vocational and Adult Education in the Department of Elementary and Secondary Education.

The employer eligibility criterion for funding through the Industry Services Training program is "new, expanding or diversifying business." The intent is to supplement ongoing vocational education programs in circumstances where a local education agency could not be expected to have anticipated the need in a timely manner. Timeliness of response and specificity of purpose are essential features of this program.

Competitive rivalry comes into play in the determination of which local education agency will be given responsibility to conduct an approved training program: All training programs are conducted cooperatively with the local educational agency having the responsibility for the required training, having the assigned responsibility of training in a geographic area, or the agency designated by a regional coordinating council. These agencies can be and have been state universities, community colleges, area vocational-technical center districts, and private institutions. From a state administrator's standpoint this range of choice is a distinct strength.

In 1985, seventeen years after the Industry Services Training "quick–start" program was authorized, the Florida legislature passed a Sunshine State Skills Act. This program is operated by the State Board of Community Colleges. An Economic Development Advisory Committee, which is appointed by the State Board, issues periodic requests for proposals from the 28 community colleges in the state. The purpose of grants that are awarded in amounts not to exceed $200,000, is to provide "instructional programs that coincide with targeted current and future employer requirements." Participating businesses must at least match the grant amount. Sequential awards involving a single business entity are permitted.

From a 1985 legislative appropriation of $700,000, the Sunshine State Skills program budget has grown this year to nearly $4,000,000. The 1988 budget for the Industry Services Training program is "about $1,500,000."

The "quick–start" and "request for proposals" approaches are complementary in some respects and competitive in others. Timeliness of response distinguishes them, as does the requirement of an employer match in the Sunshine State Skills program. However, each competes for the same pool of general revenue funds that legislators are prepared to commit to economic development purposes.

These two generic industry–specific training initiatives by the Florida legislature were complemented in 1987 by the creation of a third public/private partnership program.[6]

Fifteen Centers of Electronic Emphasis and sixteen Centers of Electronic Specialization are located at community colleges and vocational–technical centers throughout the state. Based on 1987 budgets for each of the centers operating at that time these programs are receiving over $4,000,000 of state funds.

The partnership involves "the Florida High Technology and Industry Council, the Florida State Legislature, the Division of Vocational, Adult, and Community Education, Division of Community Colleges, private electronic industry, and the University of South Florida."

The purpose of the Centers for Electronic Emphasis "is to promote a climate of excellence in education, assure a supply of quality teachers, strengthen educational partnerships, and prepare students for a competitive world marketplace through state–of–the–art training in partnership with state–of–the–art industry guidance." By contrast, the Centers of Electronic Specialization "were initiated to provide exemplary, industry based training in advanced or specialized electronics areas."

These complementary school– and industry–based approaches in the electronics field are just the visible tip of a public/private partnership iceberg. "A statewide replication plan has been implemented and long range goals are to develop centers in twenty-two [additional] community colleges and eighteen [additional] area vocational schools." Six additional occupational areas are already under study for future development.

This public/private partnership program exemplifies an emerging pattern: a blurring of the previously recognized boundary between public and private responsibilities for creating and maintaining a competitive workforce.

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6 Jack R. Grisham, "Centers of Electronic Emphasis and Centers of Electronic Specialization: A Public/Private Partnership Program," Data Summary Report" (Department of Adult and Vocational Education, University of South Florida, March 8, 1988).

Finally, on May 12, 1988 Governor Martinez announced Florida's joining of the caravan of states that are traveling the Workforce 2000 road into the next century. A Governor's Select Committee of thirty–five business leaders will develop a plan for Florida to maintain its competitiveness. This effort will once again challenge the Florida legislature to reconsider how the public/private partnership will be defined in the 1990s.

The lesson for Missouri in Florida's legislative and gubernatorial actions is to be alert to the emergence of new spending coalitions that seek to compete for state economic development funds. Vigilance must be complemented by thoughtful planning to decide what response will be offered under hypothetical circumstances. In the absence of a general awareness of what the rules of play are both governors and state legislators are vulnerable to precedent setting arm–twisting. These unintended precedents then become the new rules, which may not conform to prevailing constituent values regarding appropriate public/private boundaries. The 1988 legislative debate about allocations to date from the Missouri Job Development Fund illustrates this dynamic.

California. International competitive pressures caught up with California during the recession of 1980–82. For the first time, in 1982, the legislature enacted an Employer-Based Training Program to be conducted by the California Community Colleges, and created an Employment Training Panel to be administered through the Employment Development Department.

The Employer–Based Training Program is similar to the other states' "quick–start" programs that had been in existence for up to twenty–five years. This is a good example of the "orbits of coercive comparison" in action—keep your eye on the competition and act to *maintain* position.[7]

This program exemplifies a common pattern among "quick–start" activities: Public education institutions receive the funds and are the presumptive deliveror of services. In most cases external personnel and facilities can be utilized, but it is the local education agency's prerogative in most cases whether to "make" or "buy" the services. This presumptive deliveror privilege is the most often cited reason for legislative or gubernatorial steps that have been taken in 26 states to create competing state authorities.

Caution must be exercised in assessing the merits of presumptive delivery. By definition, competition, or rivalry, is restricted, which arouses skepticism that the service offered is the best available option. But two additional considerations are relevant here. First, actual state and local practices that fall under the generic umbrella of "presumptive deliveror" are spread along a continuum from blind loyalty to one's own staff and institution at one extreme to knowledgeable assessment of available options (i.e., the

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7 Twenty–seven community college programs conducted during the 1986–87 fiscal year are described in: **Report to the Legislature on the Employer–Based Training Program** (Sacramento, CA: Chancellor's Office, California Community Colleges, undated) 32 pp.

equivalent of unrestricted competition) at the other extreme. And second, there are often hidden reasons for limiting competition (e.g., enticing public school personnel to become more involved with their local employer community.) These hidden agendas may justify what otherwise is interpreted as a defensive posture.

Two examples of such actions, one legislative and the other administrative, are found within the California Community Colleges system. In 1984 the California legislature authorized an inservice program through which community college faculty are encouraged to submit proposals to spend up to six months in a work–site sabbatical environment. And in 1988 the Chancellor's Office of the California Community Colleges established an EDNet program. Based at Fresno City College, and operational among all 106 community colleges in the state, the program is designed to coordinate, enhance and initiate new economic development programs through routinized information sharing.

These initiatives within the community colleges system are dwarfed in scale by the Employment Training Panel program, which is by far the most ambitious state investment in industry–specific training that has been launched to date. This program was enacted through alert legislative maneuvering that took advantage of a one–time "window of opportunity."

Most state unemployment compensation laws contain a provision that tax rates will be automatically affected by movements of the accumulated trust fund outside of specified floor and ceiling levels. California's trust fund triggered such an event in 1982, when a mandatory one–tenth of one percent decrease in the unemployment compensation tax was required. Taking advantage of the recession environment, and increasing public concern about California's long–range competitiveness, the legislators moved to impose a one–tenth of one percent employment training tax on all liable employers who have positive balances in their unemployment compensation trust account. Without "raising" taxes more than $55 million dollars a year became available for industry–specific training purposes!

The seven member Employment Training Panel was established as an independent authority to award performance–based contracts from the Employment Training Fund. A five–year sunset provision was written into the authorizing legislation, so reauthorization prior to January 1, 1987 was required.

Three types of training are permitted:

(1) retraining to increase productivity and prevent layoffs;

(2) training for new and expanding industries; and,

(3) training to eliminate critical skill shortages within existing enterprises.

Individual eligibility extends from those who have exhausted unemployment compensation eligibility, through those who are currently receiving benefits, to those who would be expected to become beneficiaries in the absence of the Panel's intervention.

Think about these eligibility criteria in the following way: What enterprises and which individuals are excluded from eligibility? This is an important question, because resource constraints exist and ultimately someone must be told "no" when a request for funds is received. The basis upon which applications are turned down, and the uniformity of the rules that are followed, will determine how the program is viewed by various constituencies; and, through them, by the legislators who exercise the annual appropriation and five–year reauthorization powers.

Ironically, those who receive public funds are often less vocal than those who do not but think they should. Legislators are in a position to do something new and visible for those who have previously been shut–out. Where do the necessary public resources come from? A good bet is that they will be taken away from a docile current recipient or tax source whose punitive leverage can be ignored.

The Employment Training Panel's first few years illustrate another important lesson for Missourians – it is difficult to spend large amounts of money wisely in a brief period of time, when no conduit for doing so exists. The Employment Training Panel's first-year budget of $55 million dollars was equivalent to doubling Missouri's Job Development Fund in one year.

The Employment Training Panel initially utilized Master Contractors, or brokers, to perform many of the necessary outreach and management functions. Examples of such contractors are the California Manufacturers Association, the Los Angeles Community College District, and the Northern California Higher Education District. These brokers are no longer necessary given the level of awareness of the employer community and the refinement of internal contracting procedures.

The availability of a large amount of money through performance–based contracts also set off a realignment of preexisting relationships between communitybased training organizations and employers. Advocacy organizations acting on behalf of those with barriers to employment were particularly hard hit, since they faced a higher probability of being unable to satisfy the performance–based contract provisions. And, from the employers' standpoint, public subsidies were now being offered without restricting eligibility to members of these target groups.

"Under a Panel contract, the employer chooses the job to be trained for, devises the curriculum, and selects the trainees and the trainer."[8] Collective bargaining agreements are honored, and duly recognized union representation is involved in the

8 "Information Summary" (Sacramento, CA: Employment Training Panel, undated).

development of training contracts in such cases. No wage subsidies or stipends are approved.

The following policies adopted by the Panel in September 1987 offer a clear indication of the constituent pressures that build as a program matures:

- "The Panel shall continue to give special consideration in the evaluation of training contracts for funding to those that provide special opportunities to minorities, women, the disabled, and veterans."
- "The Panel shall take full advantage of the results of its marketing contracts to continue and increase outreach to small, minority, and women–owned businesses, and to labor unions."
- "In order to maintain a balance among all types of training the Panel shall target the allocation of approximately 30 percent of its funds for training for eligible participants who are unemployed at the start of training.".
- "The Panel may require substantial contributions in addition to in–kind contributions from an employer when a repeat contract is proposed by an employer that previously has contracted with the Panel to retrain a significant number of its workers."
- "The Panel shall give priority in the allocation of training funds to training for employers as part of an overall policy or strategy to increase the competitiveness and productivity of the firm's California operations, and the security of employment for the firm's California workers. Such a policy or strategy must be explicit and must be communicated to all [sic] effected employees, and shall be provided to the Panel."[9]

The Employment Training Panel authority also offers a lesson for Missourians in the role of external assessment. Three independent evaluations have been conducted to date.[10] In addition, the Panel submits an annual report to the legislature.[11]

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9 "Policies" (Sacramento, CA: Employment Training Panel, 1988).

10 "Study of the California Employment Training Panel" (Los Angeles, CA: Arthur Young, May 1985) 37 pp. + appendices; "A Review of the Employment Training Panel Program (Pursuant to Ch 1074/82)" (Sacramento, CA: Legislative Analyst, April 1986) 57 pp.; and, Richard W. Moore, Wellford W. Wilms and Roger E. Bolus, "Training for Change: An Analysis of the Outcomes of California Employment Training Panel Programs" (Santa Monica, CA: Training Research Corporation, January 19, 1988) 60 pp.

11 "Employment Training Panel: Report to the Legislature, 1987" (Sacramento, CA: Governor's Office, undated) 89 pp.

One of the early lessons learned by the Panel was a need to establish routine contract review procedures to detect cases in which funds should be disencumbered. Obviously, at the outset of the new program there was no record of experience upon which to project such figures. And, it was only during the program's fifth year "...when, for the first time, the demand for Panel training assistance exceeded the supply of available funds and the Panel was forced to turn away prospective contractors."[12] Prior to this time there was a clear disincentive to disencumbering contract funds: It would have revealed a surplus, which would then be a legislative target for reallocation to other uses. Indeed, the legislative analyst's evaluation in April 1986 stressed this very point.

The lesson in the Panel's experience is a case–study in the administrative tension that arises from balancing a desire to encumber funds with a responsibility to maintain target efficiency (i.e., restriction of funds to those who satisfy the intent of the appropriation).

A related lesson, particularly for "quick–start" activities, is a Panel policy that became effective January 1, 1988:

> *"The Panel has adopted the policy of responding quickly to contractor requests for funding. In some cases this policy works well, but in other cases it results in the Panel moving faster than a contractor in planning and implementing a training contract. The result may be a poorly planned or partially planned contract that does not produce the contracted results. Poorly planned recruiting also may result. Therefore, the Panel will:*
>
> *— Extend from two months to three the normal period for review and planning by the contractor and the Panel of an Outline and final Agreement."*[13]

Tradeoffs among timeliness of response, nonintrusiveness of program administration, and public accountability cannot be escaped. How they are balanced often determines whether a program survives.

A Review of the Three Multiple Agency Case Studies. Illinois, Florida and California were selected to illustrate the dynamic nature of the vocational education environment. The number of institutional players is increasing, as new demands are made to open the public purse in support of state economic development goals. Incumbent players often lose–out in this process because governors and legislators have every incentive to promote high visibility quick–payoff uses of general revenue funds – e.g., attraction, or increasingly retention, of jobs. This is why the action is in industry–specific training,

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12 "Newsletter, 1987: A Year of Change" (Sacramento, CA: Employment Training Panel, January/February 1988) 1.

13 "Policies" (Sacramento, CA: Employment Training Panel, 1987) 7.

which reduces the cost–of–doing–business in the state. The focal point of public attention is the individual business establishment. Target–group advocacy is unlikely to prosper in this environment, unless predicted labor shortages occur.

The exact sequence in which institutional players will prevail with their governor or legislature cannot be predicted. However, Illinois, Florida and California exemplify a pattern in which available resources for industry–specific training are doled out among multiple state agencies. Unfortunately, from a lesson–learning standpoint, this is not the only pattern that is detected among the states. Georgia and Oklahoma case–studies are covered in the next subsection. Each of these states has offered industry–specific training through state education agency auspices for more than two decades, without new competition from other state agencies.

A final lesson that warrants mention before moving into the Georgia and Oklahoma cases is that a fundamental shift in the use of state funds is occurring – away from entry-level training and toward adult retraining. Substantial commitments are being made to employed adults who will never become unemployed; indeed, this is the stated goal of the expenditure. A pervasive labor shortage environment in the 1990s would renew a greater commitment to youths and the adult unemployed, but unless and until that happens the action can be expected to remain in the world of nonintrusive subsidies to reduce the cost–of–doing–business.

Early State Education Agency Players

Georgia. This state is of particular interest because it established a "quick–start" program in 1968 and has stayed with it as the state's only industry–specific training commitment ever since.

Educational governance in Georgia has not exhibited the same degree of continuity. Following the establishment of a State Board of Postsecondary Vocational Education by Executive Order in July 1985, the Board was formally organized by statute through General Assembly action as part of the Quality Basic Education Act of 1986. The Board was created specifically to contribute "to the economic growth and opportunity of Georgia."[14] The "Quick–Start" program is administered by the Board.

The Board has a four–part strategy for accomplishing its mission:

(1) conversion of vocational technical schools from local management to state governance;

14 "Meeting the Challenge: 1987 Annual Report" (Atlanta, GA: State Board of Postsecondary Vocational Education, 1987) 3.

(2) development and implementation of standards in all schools;

(3) facilities assessment and improvement; and,

(4) business and community involvement.

Effective July 1, 1988 twenty–one of the twenty–eight schools in the Georgia postsecondary technical education system have converted to state management. This is a voluntary decision by each local governing board. Four additional schools are under construction at this time.

Institutional, general and program–specific standards are being implemented system–wide with input from the business community. During fiscal year 1987 the Board developed program manuals for 24 occupational areas through contract agreements. "These program manuals are designed to facilitate competency based instruction and provide educators with a document upon which to base lesson planning." [Ibid, 15]

An evaluation–planning–budgeting system was developed in cooperation with Georgia State University requiring a detailed self–analysis by each school within the system.

Business involvement appears in several forms. Each of the member institutions has a local board of key business leaders. The criteria for appointment to these boards were established by the State Board of Postsecondary Vocational Education. A TECHNIQUIP PARTNERSHIP Program has been created by the Business Council of Georgia. This is an IRS approved foundation that provides tax benefits to businesses that donate equipment, scholarships or technical expertise to the postsecondary technical institutes.

A "Quick–Start" off–campus coordinator is assigned to each of the technical institutes. Additional field consultants bring the total number of full–time field staff to more than fifty. More than 80 percent of contracts are with firms that are less than five years old. Emphasis remains on training new hires, although some commitments are made for retraining purposes. Management training is emerging as a new emphasis complementing the traditional technical occupations focus. The number of trainees served annually has increased by 145 percent over the past ten years.

The lesson for Missourians in Georgia's approach to industry–specific training lies in its balancing of continuity and change. The "Quick–Start" program has evolved over two decades as the state's economy has diversified and as the pace of change has quickened. Neither the governors nor the General Assembly have felt obliged to end–run the incumbent to accomplish their mutual goal of high visibility impacts. Instead, the existing player has been kept in the game.

To date the Georgia program offers a contrast to California's Employment Training Panel in that there have been no routine formal assessments of its contracting decisions and economic impact. This is surprising, given the twenty year longevity of the program.

On the surface at least this appears to be testimony to a consensus about the program's importance as a component of state economic development policy.

Missouri's Customized Training Program already shares many of the specific features of the day–to–day operations of the Georgia "Quick–Start" program. Missouri's active participation in both the National Association of Industry–Specific Training Programs and in a similar interest–group formed in 1987 within the American Vocational Association is an important way that program administrators keep up–to–date on competitors' activities.

Oklahoma. This state is an excellent example of the "orbit of coercive comparison" in action. In 1967, when only North Carolina, South Carolina and West Virginia were committing state funds to industry–specific programs, the Governor of Oklahoma sent staff members to the two Carolinas to determine whether features of their programs warranted adoption at home. Soon after, a separate State Department of Vocational and Technical Education was created, with a Special Schools Division modeled on South Carolina's assigned responsibility for industry-specific training services.

An Industrial Technical Services Division of the new State Department was colocated with the Department of Economic Development and assigned responsibility for carrying out that agency's mandate to identify, and satisfy, industry training needs. (The first Director of the new State Department of Vocational and Technical Education, Francis Tuttle, many years later became the Director of the Department of Economic Development; a testimony to the feasibility of finding a common ground.)

In 1985 the State Department of Vocational and Technical Education was reorganized establishing an Assistant State Director for Business and Industrial Services. This administrator was given responsibility for the already existing Training for Industry Program (a "quick–start" activity) in a Technical Training Support Services Division, a Business/Industrial Training Services Division, and an Industrial Technical Services Division. Responsibility for area schools and employment and training programs lies with another Assistant State Director.

Among the unique activities of the Business and Industrial Services unit is a certification program for the State Department's Industrial Coordinators. Now in its third year, this program assures uniform qualification of those who represent the State Department in the field through interactions with the business community. Certification requires completion of an intensive inservice training program, and recertification is required every two years. Since these off–campus coordinators are the Department's contact point with the business community, this certification program is designed to assure that a good impression is made.

A Review of the Early and Continuing Players. Georgia and Oklahoma illustrate cases in which being first is not tantamount to being exposed. Many others have emulated the basic features of their "quick–start" programs; they, in turn, have continued to innovate. Both place extraordinary emphasis on the qualifications of the front–line

troops—the ones who business people meet. Other states have copied their first–rate marketing strategies, but this won't matter if the substance isn't there when business people nibble at the bait. As any one who has fished Missouri's lakes and streams knows, there is a big difference between nudging a fish and landing one!

A Late Comer

New York. This casestudy illustrates how much institutional change can occur in only five years. In 1982 a task force was formed by the Education Department to explore how the New York occupational and adult education system could be mobilized in support of economic development initiatives. This report became the basis for a policy statement issued by the Board of Regents in 1983.[15] Subsequently, in 1983, a Bureau of Economic Development Coordination was established within the Education Department to conduct a Firm–Specific Training Program.

Ten Regional Education Centers for Economic Development were established coterminous with Economic Development Regions previously created by the Governor. At this point, only Federal Carl D. Perkins Vocational Education Act funds and Job Training Partnership Act monies were committed to industry–specific training purposes.

The Education Department's efforts to support New York's economic development resulted in legislative amendment of the Education Law in 1984 providing for the joint purposes of sponsoring a Teacher Summer Business Training and Employment Program, and an Employer Specific Skill Training Grant Program. The intent of the Teacher Program is similar to California's—to offer up–to–date business exposure to teaching faculty.

A 1986 legislative amendment appropriated additional funds for the Employer Specific Skill Training program. These are allocated on a formula basis among the ten substate regions, and twenty percent of each region's funds are earmarked for training dislocated and/or economically disadvantaged persons.

Cooperative agreements among the Education Department, the Department of Economic Development and the Urban Development Corporation are required. This assures a sharing of economic development strategies, activities and resources.

An Omnibus Economic Development Act of 1987 served as a catalyst for the creation of Regional Economic Development Working Cabinets, which include the Directors of the Regional Education Centers for Economic Development. These Centers have

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15 "The Role of Education in Support of New York State's Economic Development: A Policy Statement of the Board of Regents" (Albany, NY: The University of the State of New York, State Education Department, September 1983) 44 pp.

been designated as the "one–stop" regional broker for educational services related to economic development.

New York's education community, like Missouri and some other states, first took administrative steps within established authorizations using available funds to demonstrate an interest in support of economic development goals. Then the legislature was approached to enable an organizational realization of this interest.

It is too early to tell whether New York's education program for employer–specific training will remain unchallenged, or if multiple-agency models from other states will be followed. The next case–study, of Minnesota, illustrates the tenuous nature of this decision.

Dancing Without a Partner

Minnesota. In 1983 the Minnesota legislature created the third independent state authority intended to offer maximum flexibility in responding to business' needs. (Massachusetts in 1981 and California in 1982 were the two precedents.) This autonomous state agency, like California's Employment Training Panel, is explicitly designed to put the state's resources at the employer's disposal with minimal intrusiveness. Entry level training, retraining, and upgrading are all permitted. An employer match is required. By law, state grants cannot exceed $200,000. Eligible applicants include non–profit public– and private–sector institutions. Employers are not required to pre–commit to hiring trainees. Tuition is not an allowable expense, but other sources of funds are targeted for this purpose, including stipends paid through Minnesota's Emergency Economic Development Act.

Enacted in 1982 during the depths of the recession, and established as a "permanent" program in 1985, the Minnesota Emergency Economic Development program is a wage–subsidy initiative. Its relevance here is that it is explicitly designed as a job–creation enticement. Eligibility priority is given to small businesses and to individuals who have no other source of income (e.g., unemployment compensation exhaustees and welfare recipients.)

Minnesota also enacted a Rural and Economic Development Act of 1987.[16] One of three new entities created by this Act is a Rural Development Board that will establish an overall investment strategy for rural Minnesota, including administration of a "Challenge Grant Program" in each of six regional development areas in the state. Each region will have its own revolving fund of public and private monies dedicated for loans to new and expanding businesses in rural areas. The principal author of this legislation also authored the earlier Job Skills Partnership Act of 1983, and he promises new in-

16 Roger Moe, "Linking education and development," **Partnerships**, 13 (December 1987) 3.

itiatives "as part of our effort to provide more tools for economic development through stronger, more focused training programs."

Where does vocational education in Minnesota fit in this picture of recurring legislative action? Thirty–three Area Vocational Technical Institutes administered by the Minnesota State Board of Vocational Technical Education have Extension Divisions. The administrator of the extension division on each institute campus is responsible for part–time, retraining and upgrading programs.

In 1986 one of the extension administrators was hired by the State Board to design a customized training effort to be coordinated from the state level. Since then legislative efforts to establish a new state office for customized training with ten affiliated regional offices have been futile.

The Area Vocational Technical Institutes have been active participants in Job Skills Partnership Act grants, and the single dedicated employee at the State Board level continues to rally support and works with field staff throughout the state to promote a more effective presence in the business community.

The lesson to be learned from Minnesota is ongoing in the form of legislative maneuvering among the various players. The ultimate outcome is far from clear at this time. The vocational education system may receive legislative endorsement. The Job Skills Partnership may dissolve or at least be crippled through the appropriations process. Time will tell.

Wisconsin. This final case study illustrates how a mutually rewarding partnership can be sustained through leadership and creativity.

Wisconsin's Customized Labor Training Fund was created in 1983, to be administered by the Department of Development.

> "Unlike federal programs, this initiative is not an employment program; it also is not targetted to specific populations (e.g., dislocated workers or the economically disadvantaged); instead, it is a business development program. For this reason, only businesses are eligible to apply for the program. A dollar for dollar match is required, and it is left to the business to provide the training directly or through a contract with a training provider."[17]
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> The State Director of the Wisconsin Board of Vocational, Technical & Adult Education system is one of five Board members who review proposals.

17 "Summary Information: Customized Labor Training Fund" (Madison, WI: Department of Development, undated) 1.

In 1984 the legislature approved a new mission statement for the Wisconsin Vocational, Technical & Adult Education system. This new mission statement emphasized the system's role in customized training and technical assistance to the Wisconsin business community. The State Director is enthusiastic about the importance of having an explicit legislative mission statement, with attendant strategic goals that can be monitored by the legislature, the State Department itself, and the lay public. In his words: "[I]t will be found to be a successful communication tool with various power groups who in turn will affect budgets."[18]

The Wisconsin Foundation for Vocational, Technical and Adult Education, Inc. is a non–profit entity that gives the state's system unusual flexibility to market video–based training materials without becoming entangled in cumbersome administrative requirements. The Foundation also gives the State Director flexibility in interaction with the business community. One example is the Milwaukee Enterprise Center established in 1986. This small–business incubator is a partnership effort involving the Foundation; the City of Milwaukee; the Milwaukee Area Technical College; and the Wisconsin Board of Vocational, Technical & Adult Education.

Review of Dancing Without a Partner. Minnesota and Wisconsin offer an interesting contrast since they are located next door to each other. In Minnesota the legislature appears to be caught up in the frenzy to create new administrative entities, without bringing a current player along. Next door, the Wisconsin legislature has approved a thoughtful mission statement that defines the vocational education system's role in the new commitment to promote business competitiveness.

THE CHARISMA FACTOR

The importance of time– and place–specific circumstances that promote or hinder progress has been stressed throughout this paper. Replication is often defeated by inattention to these unique factors. High on the list of unique forces are personal professional relationships. The path to now is littered with human and organizational debris that looks to casual observers "just like" what is prospering elsewhere.

LESSONS

The role of vocational education in Missouri's future economic development will be a function of three forces:

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18 Robert P. Sorensen, "Wisconsin's Approach to Economic Development," in **Industry–Specific Training Programs and Services: Reference Guide** (Alexandria, VA: The American Vocational Association, 1986) 2.

(1) alertness to "windows of opportunity";

(2) personal professional relationships; and,

(3) imagination.

North Carolina's Governor Luther Hodges took a giant step in 1957 by committing state funds to industry–specific training, and 44 states followed his lead. Louisiana marched to a different drummer than its predecessors in 1975 by locating its industry-specific training commitment in the Office of Commerce and Industry, and 13 states have followed suit since then. In 1981 Massachusetts created the first independent state entity to offer industry–specific training services, and 6 states have emulated this action.

"Orbits of coercive comparison" will continue to define the organizational relationships of the future. Gubernatorial and legislative action will be triggered by a competitor's legislative precedent more often than it will be based on demonstrated evidence of accomplishment.

To date Missouri has acted to maintain the pace. The commitment of state funds to an Industry Training Program ("quick–start") in 1983; the establishment of a Job Development Fund in 1986; and authorization for district issuance of bonds in 1988, indicate alertness to what the competition is doing. This is consistent with Missouri's "Show Me" tradition.

If Missouri wants to step out ahead of the pack we need to stop playing catch–up. Imaginative proposals must be ready to pull off the shelf when a "window of opportunity" reveals itself. Once the window is open it is too late to think how to take advantage of the opportunity; it will close before action can be taken.

There are no simple answers. Business interests are on a roll in the United States. Gubernatorial and legislative vulnerability to power–plays has been demonstrated, and the business community is rapidly moving along a learning curve of how to take advantage of this vulnerability.

Vocational education will be a player in those circumstances where both the politicians and the business community are convinced that this is the best choice among the available options. The gauntlet is set. Competitors test the perimeters on a regular basis. Weaknesses are soon revealed.

The 1990s will offer extraordinary challenges. Every governor and state legislator will struggle to define an appropriate boundary between public– and private–sector responsibilities. Public commitments will increase, and private–sector expectations will rise. Given these realities it is incumbent upon all of us to assure that a proper balance is maintained between individual and corporate interests.

Vocational education in Missouri is positioned to be whatever we want it to be. We have demonstrated an ability to maintain the pace, and there is no reason to think that we cannot continue to do so. The question is whether it is our turn to *set* the pace.

PRESSURES TO ACT

There are four major sources for vocational educators to take the initiative to act in support of Missouri's economic development:

(1) international economic competition;

(2) interstate economic competition;

(3) institutional competition; and,

(4) the pace and pervasiveness of technological innovation.

Targeting Consequences of These Sources of Pressure. Each of the four sources of pressure that are identified above have different, and sometimes contradictory, consequences for the establishment of priorities among constituencies.

International economic competition urges priority attention to **immediate productivity requirements.** This means that production bottlenecks must be identified and eliminated.

Interstate economic competition introduces different types of pressure for action. Workforce recruitment, retraining of incumbent employees, state and local tax burdens and quality of services, and comparative costs–of–doing–business all come into play. The scope and time dimension of these considerations are fundamentally different from the narrow urgent ones that were identified in the preceding paragraph: Vocational education's response to international competitiveness pressures requires surgical precision and emergency timeliness; while the response to interstate forces is more a matter of preventive maintenance, or creation of an environment that is conducive to competitive advantage.

The most important distinction between international and interstate competitiveness involves who should be looked to for financial and organizational commitment.

Institutional competition refers to public–private, youth–adult, secondary–postsecondary, vocational education–JTPA constituencies. Here, some argue for as much avoidance of duplication of services as possible. But others urge recognition of the advantages to be realized through open competition – may the best player win in the best spirit of the Olympics.

The pace and pervasiveness of technological innovation is akin to the ravaging forest fires in the western states last summer—when and where they will appear, and what their consequences will be, cannot be foreseen.

The targeting ramifications of these different pressures are as follows:

(1) international competition—be prepared to offer required occupational skill training when and where it is needed to avoid or alleviate a competitive burden; timeliness and appropriateness of the institutional response is crucial. (The term "occupational skills training" is used with full awareness of the role vocational education has to play in developing and certifying basic skills as well.)

(2) interstate competition—remain alert to all opportunities to create and maintain an occupational skill training capability that is supportive of both business and citizen interests (which may conflict in various respects); bust do so without compromising the fine balance between public responsibility and "giving away the store."

(3) institutional competition—make sure that all constituencies and other players in the occupational skill training arena know who it is that vocational education is attempting to serve, and why; if the case *cannot* be made, then maybe it *should not* be made.

(4) technological innovation—decide in what ways change should be aggressively *promoted* as an outreach activity, versus merely responding after the fact to stresses and imbalances that arise from the unevenness of technological change.

Financing Consequences of These Competitive Pressures. Just as the four sources of pressure for action have different targeting consequences, the financing implications differ, too.

International competition affects us all, so we should all be prepared to pitch in to promote this national goal. Winners might reasonably be expected to bear more of the burden in this respect, since maintenance of an environment conducive to success was essential to their having an opportunity to win. From a more selfish standpoint, today's winners may be tomorrow's losers, so they should be receptive to creation and maintenance of a response capability that will serve them in the future when and if necessary.

Interstate competition has different financial implications. Here, immediate competitive costs–of–doing–business are essential. It may be sensible to offer the business community a carrot today, in the form of public subsidy, with an expectation that part of the benefits that accrue in the future will be shared so the state's competitiveness can be maintained.

Institutional competition requires an accurate sorting out of the sources of current funding, so opportunities for improvement can be identified. Federal, state and local public funds are mixed with corporate and labor force commitments. Vocational education activities are supported by all of these sources of revenue. Clarification of missions, in response to the pressures that have been identified here, will cause a reassessment of the appropriateness of current funding sources and levels.

Technological innovation creates individual and institutional opportunities and vulnerabilities. Cost sharing strategies must be devised that promote a willingness to innovate, without burdening the wrong parties with the costs of this flexibility. Corporate avoidance of downside risk through public commitment should be balanced with corporate willingness to share the rewards of success with the public benefactors; in this respect we are all "shareholders."

Administrative Actions to be Taken. The specific types of administrative actions that "fall out of" a recognition of these four pressures for action, as they affect targeting and financing of vocational education, are:

(1) Leadership in capacity building—a careful reading of the Missouri Vocational Association Affiliate Hearings transcript from July 26, 1988 reveals a range of attitudes from "there isn't any problem," through "we already know what to do," to "when the going gets tough the tough get going."

Vocational educators at *all* levels within the State should be urged to sharpen community understanding of:

(a) what they want to do, and why;

(b) why they aren't doing this now; and

(c) what is needed to get them to do it.

An essential first step is to clearly define what unique role vocational education has with respect to each of the defined pressures. These are new pressures, at least in degree, so there is no reason to think that previous practices are perfectly attuned to accomplishing these purposes.

Once the goals have been clearly defined (and this will not be easy in all cases; functional ambiguity serves cautious administrators very well, and this fact should not be ignored. Few of us volunteer quantifiable measures on which we stand ready to be evaluated!) barriers to accomplishment can be listedare they traceable to resource constraints, legal prohibitions, traditional practices, communications problems, lack of community support, legislative ambivalence, administrative absorption in distracting issues, gubernatorial priorities, or ...?

With a list of prioritized goals and perceived barriers to accomplishment in hand, specific plans for action with respect to each can be identified. This step will reveal contradictions or inconsistencies in what actions are expected from which parties. (For example, the business community might be simultaneously urged to turn to vocational education to alleviate any productivity bottlenecks, incur more of the costs of occupational skill training, be more receptive to hiring target group members, and become more competitive both domestically and internationally. There are a variety of possible, although not necessary, contradictions in the simultaneous pursuit of all of these goals.)

(2) Enhancement of awareness and preparedness—the vocational education "system" in Missouri is like any other multilevel organization; it is uneven. There are things that individual instructional staff members and administrators do well, and there are deficiencies. The role of vocational education in the economic development of Missouri will differ among local areas and between individuals.

Given the limited resources that can be counted on in the near future, the trick will be to clearly define what the appropriate public sector role is, and to then be sure that constituencies know what the priorities are and what the rules for determining eligibility for service will be henceforth.

BARRIERS TO ACTION

Four generic barriers to immediate action are revealed in a careful reading of the record of vocational education in recent years:

(1) student quality—the vocational education community has been buffeted by the winds of the "excellence" trend in recent years. Enrollments have fallen at the secondary levels in many cases. Counselor referral practices have been uneven.

(2) institutional rules—the inertia of tradition, and the tensions of multiple goals being pursued through varied funding sources, create a combination of real and imagined reasons why action cannot be taken (e.g., flexible timing, location and staffing of occupational skill training; combining of funding sources; and utilization of equipment).

(3) historical roles—the inertial of tradition has also created both an internal and external "mindset" about what vocational education consists of. This characterization gets in the way of a forward looking contemplation of what role the vocational education community can play. In fact, the current institutional capacity to respond to the four pressures identified above is very uneven, and a denial of this is counterproductive.

(4) incumbent staff insecurity – this is an extremely sensitive issue, but one that should not be hidden from view. For many different reasons, there is an uneven but pervasive apprehension about the possible institutional and personal consequences of accepting new responsibilities and partnership relationships.

Who, then, should do what? *All* members of the vocational education community in Missouri should become active participants in telling the vocational education story throughout the State – to the Governor, state legislators, school boards, community groups, and individual citizens.

But the story cannot, and will not be told until the facts are known and a story is written. Someone has to take responsibility for gathering the facts and writing the story. The basic facts must be tied to the pressures that have been identified above. How, exactly, have these pressures been revealed? The answers will vary. Business–as–usual will be an acceptable response in some cases, but dramatic changes will be documented in others. How, precisely, has the vocational education system responded? If the response has been less than something to brag about, why is this the case; what exactly is the problem?

In what ways has student quality changed, and what are the consequences of this in responding to the four pressures that have been identified?

Perhaps most important of all, given the unevenness of circumstances within Missouri's vocational education system, the story must identify perceived barriers to action and examples of how similar barriers have been surmounted in other settings (if such examples exist).

It is only after the facts are in, the story told, and the vocational education community becomes an informed public relations force, that new financial partnerships can be debated. The story's theme must be "here is where we fit in the economic development picture in Missouri." This fit should not attempt to ignore history-there are important irreversibilities; but neither should it ignore opportunities. The next section addresses three specific ways in which these new "windows of opportunity" should be acknowledged.

NEW OPPORTUNITIES FOR VOCATIONAL EDUCATION

Three "windows of opportunity" are explored briefly here:

(1) Decentralized production – new job opportunities are emerging throughout the state in places that they would not have appeared before.

(2) Federal initiatives – the new Economic Dislocation and Worker Adjustment amendment to Title III of the Job Training Partnership Act, and anticipated reauthorization of the Carl D. Perkins Vocational Education Act, herald a new emphasis in Federal participation in vocational education.

(3) Self–interested employer actions – the needs of employers in the 1990s will be uneven, but they will reflect very different circumstances than those of the 1970s and 1980s. State and local vocational educators must position themselves to take advantage of these changes.

The recommendations that should flow from a recognition of decentralized production throughout the State should focus on building an institutional capacity within the vocational education community to understand when and where new employment opportunities will appear, and how to respond.

The recommendations that should arise from recent and anticipated Federal actions must address institutional capacity to respond to new responsibilities and opportunities.

The recommendations that should emerge from the changing circumstances of employers must acknowledge the urgency of need to prepare vocational educators throughout the State to negotiation tactics in this new competitive arena. Those who have been used to conducting a "hard sell" to get local employers to accept coop students, graduate placements, or public subsidies, must now be trained when and how to say "no" and how to negotiate for a proper sharing of public– and private–sector responsibilities.

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